DOCUMENT RESUME

ED 114 508 95 CE 005 220

TITLE	Career Education Study Unit: Bridgeport's Exemplary Project in Career Education 1973-1974.
INSTITUTION	Bridgeport Public Schools, Conn.
SPONS AGENCY	Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
REPORT NO	VT-102-012
PUB DATE	74
GRANT	OEG-0-71-0679(361)
NOTE	139p.; For related documents, see CE 005 218-219 and CE 005 221; Not available in hard copy due to marginal reproducibility of the original
EDRS PRICE	MF-$0.76 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Behavioral Objectives; *Career Education; Career Exploration; *Curriculum Guides; Developmental Programs; *Elementary Education; Grade 7; Grade 8; Instructional Materials; *Junior High Schools; Learning Activities; Occupational Clusters; Pilot Projects; Unit Plan
IDENTIFIERS	Connecticut (Bridgeport)

ABSTRACT

The study unit is intended for use by teachers in an exemplary project in career education in Bridgeport, Connecticut for the school year 1973-1974. It consists of three complete units each for the kindergarten through grade 8 levels with five career clusters identified for grades 6, 7, and 8. The units for use at the kindergarten level focus on parents and work--in the home, outside the home, and volunteer work. Grades 1 and 2 study jobs in school and community. The units for grades 3 and 4 center around occupations in local and State government, communications in Bridgeport, and manufacturing in Connecticut. Some of the unit topics for grades 5 through 6 are: transportation, manufacturing, marine science, hospitality and recreation, marketing and distribution, and environment. Each unit includes its goals, behavioral objectives, and learning activities. Many also include sample tests, materials and resources, and bibliographies. Short career exploratory courses in cosmetology, horticulture, and musical instrument repair are also outlined. (NJ)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED114508

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

C A R E E R E D U C A T I O N

S T U D Y U N I T

BRIDGEPORT'S EXEMPLARY PROJECT

IN CAREER EDUCATION

1973 - 1974

CE005220

Director - Joseph Bonitatebus

Coordinator - Rita D. Madigan

VT-102-012

A workshop for the purpose of restructuring, developing and/or editing existing curriculum, K-8 was held in the summer 1973. The curriculum used during the 1972-'73 school year was scrutinized very carefully, as to effectiveness and individual needs. In some cases, new goals were identified. In all grade levels K-8 additional units were developed. There are now three complete units K-8, with five definite career clusters identified for each grade 6,7,8.

The study units are to be a guide for the pilot teachers. They are not intended to limit but rather to add breadth to the program by stimulating inquiry and intellectual curiosity. The unique needs and specific interests of the student are paramount. For this reason, existing curriculum material and study units will be continually analyzed, utilized, adapted or built upon to create new study units pertinent to the career education concept.

The following staff participated in the preparation of the study units K-8, for the 1973 - '74 school year.

Julia K. Conroy, Supervisor, Lower Elementary Grades
Rita D. Madigan, Career Education Coordinator
Jean Cocco, Career Education Counselor
Lola Stephanic, Career Education Counselor
Sandy Burland, Teacher - Shelton School
Peggy Clinkscales, Teacher - Nathan Hale School
Earla Ellam, Teacher - Waltersville School
George Gulish, Teacher - Read Middle School
Barbara Higgins, Teacher, Sheridan School
Gladys Hill, Teacher, Samuel Johnson School
Patricia Olney, Teacher - East Side Middle School
Judith Orban, Teacher, Webster School
Gail Schiappacasse, Teacher, East Side Middle School

UNIT 1

Kindergarten

Mothers' and Fathers' Work At Home

Goals:

1. To have children understand mothers and fathers role as essential and valuable to family unit.

2. To have children realize that no job is too small. Every job is important to the family function.

3. To have children perceive that parents share responsibilities that contribute to the well being of the family.

4. To have children become aware that mother and father have many jobs in the home, such as: cooking, sewing, cleaning, nursing, planning family activities for fun and recreation.

5. To have children learn some of the vocabulary associated with mothers and father's different jobs about the home.

Behavioral Objectives

1. The children will plan a tea for parents. They will make invitations, cookies, aprons and gifts etc., which points out the necessity of cooperation for the success of the activity.

2. Have children describe the job they perform at home. If they do not have a job, have them ask their parents to give them one.

3. Have children role play a father and a mother in hypothetical situations.

4. Students will pick words from a vocabulary bulletin board that describes their parents jobs in the home.

Activities

1. Make a movie of mother and father engaged in various jobs about the home.

2. Make a "thank-you" booklet for mother and father to show appreciation for the things that they do.

3. Take a trip to see some of the activities taught in school or used in business that mother does in the home (ex. - visit Bullard Haven's to see the bakery, cooking and sewing classes.)

Kindergarten - Unit 1 - Continued

4. Learn the words "mother and father" in different languages.

5. Make clothespin, paperbag or stick puppets of the family - mother, father, and child. Put on several spontaneous puppet shows illustrating mother and father's role within the family.

6. Cut out pictures of mothers' and fathers' engaged in jobs at home to be used in collages.

7. Paint a mural showing mother's and fathers many jobs.

8. Using experience chart paper, make an illustrated list of the jobs mother and father do at home. (a class pictionary.)

9. Make hats of the different jobs mother and father do at home, ie. mother and father as cooks, mother and father as a nurse.

10. Making gift for mother and father (ex. Make a recipe book, or telephone or grocery memo pads.)

11. Discuss the errands and make a chart that a child can do for mother and father.

12. Have various mothers and fathers visit, helping the children to sew, cook. (The children could be divided into various groups working with different mothers.)

13. Make a Mother's and Father's Helper Chart listing what the children do to help their parents.

14. Dramatize mothers and fathers who help us. (role playing)

15. Make up riddles. Describe a job that father or mother do and guess, "What father does, what mother does."

16. Make a list of the duties that pupils can perform for parents at home: Such as: Sweeping and dusting, making the bed, putting away clothes and toys, setting the table, drying the dishes, going on errands, feeding and caring for pets and making simple household repairs.

17. Interview and tape the interview with mothers and fathers on the job.

Kindergarten - Unit 1 - Continued

Resources and Materials available from the Career Education Materials Center.

FILMSTRIPS

Family Members Have Fun - SVE

Family Members Work - SVE

Let's Visit our Friends - SVE

School Friends and Activities - SVE

Robert and His Family (4 filmstrips - 2 cassettes- Denoyer & Geppert

What Else do Mothers Do?

What Else do Fathers Do?

It's In Your Hands

Mother Knows Best - Bpt. Audio Visual Dept. #663

What is a Family? - SVE

Mothers Work Too - Imperial Film Co.

Only One Mother - SVE

It Must Be Hard to be a Mother - SVE

World of Work - Coronet

Just What do Mothers Do? - Coronet

Make Way for Ducklings-McCloskey Weston Woods

PAMPHLET

Voice of Families by Century Communication
Century Communications, Inc.
San Francisco, 1969

BOOKS

I Want to be a Homemaker by Carla Greene - Chicago, Childrens Press 1969

My Family and I by Muriel Stanek - Benefic Press, 1967

STUDY PRINTS

A Family at Work & Play - SVE

ADDITIONAL MATERIALS

FILMS

Appreciating Our Parents - Coronet Films-c, b/w 11 min.

FILMS - Continued

A Surprise for Mother - Universal Ed and Visual Arts: c, b/w 10 min.

Mothers - What They Do - Curtis 11 min.

Our Family Works Together - Churchill Films 11 min. c, b/w

BOOKS

Just Like Mommy - Wonder Book

Ask Mr. Bear - Time for Poetry

Mommies Are For Loving - Ruth Penn

Make Way for Duckings - Viking Press

First Book on Supermarkets

Where Are the Mothers? - Philadelphia: Lippincott 1959

At Our House - Lenski, L. Read and Sing Book

UNIT 11

Mothers and Fathers Work Outside the Home

Kindergarten

Goals

1. To have children become aware that sometimes it is necessary for both mother and father to work outside the home.

2. To have children develop an awareness for the dignity of work.

3. To have children perceive that no job is too small.

4. To make children aware that their parents have special talents for jobs outside the home.

5. To make children cognizant of their parents jobs and the duties associated with the job.

6. To make children sensitive to the demands on their parents by way of their outside jobs and responsibilities at home.

7. To increase an awareness for the need of cooperation in the home.

Behavioral Objectives

1. Children could tell some of the financial demands [illegible] parent by having the child role play the parent bringing home his pay and managing the financial responsibilities of the home.

2. Have children describe the job they perform at home. If they do not have a job, have them ask their parents to give them one. Have a discussion with the children on the importance of each job.

3. Children would be able to select pictures related to their parents jobs.

4. Have children select from a picture bulletin board pictures related to the parents jobs outside the home and in the home.

5. Children should role play a parent working at a job with the responsibilities of a family at home.

Activities

1. Make booklets of parents work outside the home.

2. Make up song about parents work outside the home.

3. Dramatize some of the parents jobs.

4. Make a mural of parents jobs.

5. Make a tape recording of a parent describing his outside job.

6. Invite parents in to talk about their jobs.

7. Visit some parents at their place of work.

8. Having children make pictures of their fathers and the tools they use on the job.

9. Have children make hats of their parents occupations.

10. Read related books and poems, show related filmstrip and sing related songs.

Resources in Career Education Material Center

Greene, Carla, I Want to be a Storekeeper
Chicago, Childrens Press, 1972

Greene, Carla, I Want to be a Truck Driver
Chicago, Childrens Press, 1968

Baker, Eugene, I Want to be a Sales Clerk
Chicago, Childrens Press, 1971

Greene, Carla, I Want to be a Mechanic
Chicago, Childrens Press 1971

Meshover, Leonard, You Visit A Dairy, Clothing Factory
Chicago, Benefic Press 1965

Wilkinson, Jean & Ned, Come to Work With Us In a Toy Factory
Milwaukee, Sextant Systems, 1970

Baker, Eugene, I Want To Be a Service Station Attendant
Chicago, Childrens Press 1972

Greene, Carla, I Want to Be a Road Builder
Chicago, Childrens Press, 1969

Greene, Carla , I Want to be a Dairy Farmer
Chicago, Childrens Press, 1970

Greene, Carla, I Want to be a Coal Miner
Chicago, Childrens Press, 1971

Baker, Eugene, I Want to be a Sales Clerk
Chicago, Childrens Press, 1971

Baker, Eugene, I Want to be an Architect
Chicago, Childrens Press, 1969

Baker, Eugene, I Want to be a Secretary
Chicago, Childrens Press, 1970

Greene, Carla, I Want to be an Animal Doctor
Chicago, Childrens Press, 1971

Greene, Carla, I Want to be a Dentist
Chicago, Childrens Press, 1971

Stanek, Muriel, How People Earn and Use Money
Chicago, Benefic Press, 1968

Greene, Carla, I Want to be a Homemaker
Chicago, Childrens Press, 1969

Wilkinson, Ned and Jean, Come to Work With Us in a Telephone Co.
Sextant Systems, Inc. 1971

Newman, Petkins Shirlee
Sherman, Finn Diane About People Who Run Your City
Melmont Publishers, Inc., Chicago 1971

Greene, Carla, I Want to be a Restaurant Owner
Childrens Press, Chicago, 1970

Greene, Carla, I Want to be a Librarian
Childrens Press, Inc., Chicago, 1966

Baker, Eugene, I Want to be a Sales Clerk
Childrens Press, Chicago, 1971

Greene, Carla, I Want to be a News Reporter
Children Press, Chicago 1970

McCall,Edith S., How We Get Our Mail
Benefic Press, Chicago 1961

Wilkinson, Jean and Ned, Come to Work With Us in a Newspaper
Sextant Systems, Inc. 1970

Unit 11 - K - Outside the Home

Wilkinson, Jean and Ned, Come to Work With Us in a TV
Sextant Systems, Inc., 1970

Meshover, Leonard, You Visit a Newspaper - Television Station
Benefic Press, Chicago, 1965

Greene, Carla, I Want to be a Librarian
Childrens Press, Chicago, 1966

Greene, Carla, I Want to be a Homemaker
Childrens Press, Chicago 1969

Stanek, Muriel, My Family and I
Benefic Press, Chicago

AV

The Milkman McGraw-Hill

UNIT III

Kindergarten

Mothers & Fathers Volunteer Work

Goals

1. To have children understand that mother's and father's role as volunteer workers is essential and valuable in the community.

2. To have children realize that volunteer jobs that serve others bring self-satisfaction as opposed to bringing monetary rewards.

3. To have children perceive that parents share responsibilities that contribute to the well-being of the community.

4. To have children become aware that mothers and fathers have many volunteer jobs in the community such as: scouting, PTA sponsored activities, artistic & creative tutoring, social action groups, funding campaigns and volunteer work for agencies that are concerned with the handicapped and the sick, church sponsored organizations, senior citizens projects, Red Cross-blood bank, glaucoma tests, political campaigns, etc.

5. To have children know some of the vocabulary associated with these different volunteer jobs.

Behavioral Objectives

1. Students will pick words from a vocabulary bulletin that describes various volunteer jobs performed by mothers and fathers.

2. Children will show an ability to describe the functions of some volunteer agencies.

3. Children will have more of an empathetic awareness of helping others who have various needs.

4. Children show satisfaction in helping others voluntarily.

Activities

1. Make a movie of parents engaged in various volunteer services in the community.

2. Plan a trip to see some of the volunteer activities that parents do in the community.

3. Make simple puppets and put on an impromptu production to show parents doing volunteer work.

4. Make booklets using magazine pictures to show parents engaged in volunteer work.

5. Paint a mural showing mothers' and fathers' volunteer work.

6. Make an illustrated list of volunteer jobs.

7. Make hats of different volunteer jobs.

8. Make gifts for different groups that the parents do volunteer work for.

9. Role play volunteer jobs.

10. Make riddles, poems and stories that describe volunteer jobs that describe volunteer jobs that mothers and fathers do.

AV Materials

1. Count on Me - Franco & Rosen

2. What Else Do Mothers Do.)
3. What Else Do Fathers Do.) Denoyer and Geppert
4. Its In Your Hands)

5. School Friends & Activities - FS - SVE

6. You and Your Needs by Stanek, Munson

7. About Family Helpers by Hoffman & Hefflefinger

8. School Friends & Helpers - Study Prints - SVE

9. Robert and His Family - 4 FS-2 Cassettes - SVE

10. Hospital Helpers - Study Prints - SVE

11. Schools, Families and Neighborhoods -3 Records, 3 FS

12. Common Friends by Muriel Stanek 1968

13. My Family and I " " 1967

14. You and Others by Muriel Stanek 1966
and Frances Munson

15. You and Your Friends by Muriel Stanek, 1966
and Frances Munson

Resources

Bridgeport Post-Volunteer Opportunities Column

YEAR 1

Jobs Within the Classroom

Goals

1. To expand child's knowledge of his roles in the classroom.
2. To give needed experiences in developing positive self-concepts.
3. Growth in ability to assume responsibility.

Behavioral Objectives

1. To identify and discuss jobs that need to be done in the classroom.
2. Pupils will be able to perform the various classroom duties allowing them to assume responsibility.

Jobs to be identified, discussed and assigned

1. Watering Plants
2. Passing out papers
3. Cleaning blackboards
4. Putting away art supplies
5. Fixing bulletin boards
6. Feeding animals
7. Collecting money
8. Room monitor
9. Line Leader
10. Door holders
11. Basket Passer
12. Lunchroom Leader
13. Dusters (2)
14. Sweepers
15. Book passers
16. Messenger
17. Snack helper
18. Book collector
19. Opening exercise leader
20. Clapping erasers
21. Window monitor (2)
22. Lights
23. Shutting doors when class leaves room
24. Housekeeper

Activities

1. Show film "The Classroom"

Activities - Continued - Grade 1

2. Show film "Taking Care of Myself."

3. Activity - Before school, teacher rearranges equipment which children use. (i.e, put pencils with crayons, books with musical instruments, etc.) Have children take turns putting equipment back in its proper place.

4. List some of the activities which children can do. List some of the activities which children can not do. Stress the need for jobs dependent on ability (i.e. messenger must know his numbers, etc.)

5. Have children list jobs they think are necessary in the classroom. Through classroom living, they will discover for themselves other jobs which they had overlooked.

6. Take pictures of room helpers doing their jobs.

7. Periodically interview each room helper.

Questions

1. What job are you working on at present?
2. What does this job entail?
3. Do you like your job? Why or why not?
4. What are the ways in which the job can be improved, if any?
5. What would happen if your job were eliminated?

8. Have children make booklets of the various room jobs.

9. Make a bulletin board depicting room helpers at work.

10. Make a mural with pictures relating to the classroom jobs.

11. Have helper refrain from doing his job for a specified length of time. Have children note results.

12. Read story "Did You Carry the Flag Today, Charley" Rebecca Caudill

13. Have children work together to clean-up room after art. Allow enough time so that if children work they will be rewarded (i.e by having a story read to them, learning a new song, playing a short game, etc.) Stress - work has rewards, is necessary.

14. Read - "In Our Class"

Activities - Grade 1 - Continued

15. Tidy Tyke of the week - Each week select a child to be "Tidy Tyke of the week" based on his performance of his job. He gets his picture taken and has a story written up based on an interview with him. He is given his choice of the job he wants the following week.

Materials and Resources

Films

1. Beginning Responsibility Series: Coronet

   a. Other People's Things (11 min.)
   b. Taking Care of Things (11 min.)
   c. Doing Things for Ourselves in School

2. Our Class Works Together (11 min.) Coronet

3. Taking Care of Myself (12 min.) Educational Horizons

Filmstrips

1. Caring for School Materials (38 frames) - McGraw-Hill

2. The Classroom: McGraw-Hill

Books

1. Did You Carry the Flag Today, Charley? (Caudill, Rebecca)

2. One is Good but Two Are Better - Slobodkin, Louis)

3. In Our Class - (Muriel Sadeck)

Grade 1

Jobs Within My School

Goal

Children will learn the many people who help in the school and work together to do the numerous jobs that must be done.

Behavioral Objectives

1. Will role play a member of the school personnel.
2. Will role play hypothetical situations involving students and school personnel.
3. List the jobs that each member of the staff must do.
4. List the requirements that are necessary for each staff member job.
5. Make children aware that the principal depends upon teachers to assume certain responsibilities. Children will list these responsibilities.
6. Make children aware that the teachers depend upon the students to assume certain responsibilities. Children will list these responsibilities and classroom jobs.
7. To make children aware that people offer services within the classroom. Children will name or list these people.
8. To identify and discuss jobs that must be done by each member of school staff to ensure a smooth running school.

   a. List all people who help us at school.

      1. Principal
      2. Teacher
      3. Secretary
      4. Custodian
      5. Janitress
      6. Librarian
      7. Nurse
      8. Dental Nurse
      9. Reading Teacher
      10. Special Teacher
      11. Aides

   b. Example - Custodian (This outline may be applied to the other school personnel listed above.

      1. Activities and jobs he does
         a. Upkeep and maintainence of school building (Inside & out)

Jobs Within My School - Continued

b. Heating and ventilation
c. Use of vacuum to clean, wet or dry mop, clean furniture, move furniture.
d. Make minor repairs
e. Eradicate insects and rodents

2. Materials they use

a. Wet or dry mop
b. Vacuum cleaner
c. Lawn mower
d. Chemical cleaners
e. Paint and brushes
f. Window cleaner
g. Floor wax and waxer

3. Education a custodian needs - On the job training.

a. High school education helps but is not required. For advancement to supervisory positions, a high school diploma is helpful.

b. Advancement opportunities for a custodian are limited because the custodian often is the only maintenance employee in a building.

c. No formal educational requirements for most custodial positions are required. Most workers should be able to do simple arithmetic and follow instructions.

d. High school shop courses may help the building service worker perform the many handyman tasks that are required such as minor plumbing repair or carpentry.

e. In some cities, training programs where custodians can learn the necessary skills are provided by unions and government agencies. Students are taught the properties of different surfaces and the correct way to clean them.

1. They learn to operate and maintain machines such as wet and dry vacuums, buffers and polishers.

2. Instructions on how to make minor electrical, plumbing and other repairs also are given.

Jobs Within My School

3. Students learn to plan their work and to deal with the public.

4. A few training programs even offer remedial reading, writing and arithmetic.

4. Employment Outlook for Custodians

a. Expected to be favorable through 1970's. In addition to rapid growth in the number of new jobs that will be created, thousands of job openings will occur each year as experienced custodians retire, die or transfer to other types of employment.

5. Earnings and Working Conditions

a. Earnings of building custodial workers vary with the industry in which they are employed. Lowest is $2.14 to highest $2.80 hourly wage.

b. Earnings tend to be highest in the large cities of the West Coast and North Central section of the country.

c. Most custodians receive paid vacations and health insurance. Some employers give paid holidays.

d. Custodians usually work inside heated, well-lighted buildings. Occasionally they do outdoor work, such as, sweeping sidewalks, mowing lawns, shoveling sidewalks and cleaning playgrounds.

e. They may suffer minor cuts, bruises and burns caused by machines, hand tools and chemicals.

f. Custodial workers spend most of their time on their feet.

Activities

1. Visit the custodian's room. Look at equipment.
2. Visit the boiler room. Look at furnace.
3. Look at his cleaning equipment.
4. Have custodian come to the classroom. Have children interview him.

a. Does he like his job?
b. Good features of it.
c. Bad features of it.
d. How long has he been a custodian?

Activities - Continued

e. What jobs he does.
f. What materials he uses.
g. How much education did he have?
h. What do you have to know for your job?

5. Role play custodian's job. Taking turns.

6. Make a scrapbook, cut out pictures of custodian's working, paste in book. Write short sentence for each picture.

7. Draw your own picture and write a short sentence. Put these into a booklet.

8. Make a diorama about the custodian. Show him doing one of his jobs.

9. Pantomime the custodian's jobs. Children take turns. Have others guess what job it is.

10. List works that apply to custodian or his job.

11. Make a hat to fit each occupation. Use in role playing or pantomime.

12. Draw or paint the custodian doing his various jobs.

13. Make a tree. Hang leaves on it showing all the school personnel, so children can see how many people work in their school. (This can be used for other careers.)

14. Children can pick one leaf from the tree and act out the job, or tell all he or she knows about that person and his or her job.

15. Make life size paper figures for school personnel. Can trace each other on the floor and make into each occupation. Write a story about each one. Hang them up around the room.

16. Visit a large school or middle school to see how much more work the principal, custodian etc., have to do.

17. Work and play. Find pictures that show people at work and at play. Put on bulletin board or in book for future reference.

18. Use toy telephone to act out job of secretary, principal, nurse talking to parents taking messages.

19. Compose group stories about each helper. Draw or paint a picture to go with it. Draw or paint a picture to go with it. These can be put into a booklet.

20. For the secretary, cut out pictures. Paste on file cards or colored paper and have children file them in order.

*The above activities may be used for other school personnel.

Audio Visual Aids

Filmstrips

School Personnel

1. Office Occupations by Denoyer & Geppert

2. Schools, Families & Neighborhoods by Field Educational Publications, Inc., 1969 (3 records - 3 filmstrips)

3. School Series - McGraw-Hill (10 filmstrips)

Books

Occupational Handbook 1972-'73 Edition
U. S. Department of Labor - to find qualifications of other school personnel.

1. "I Want to be a Secretary - Eugene Baker
Children's Press, Chicago 1970

2. "What Will I be From A to Z" Donald Gelb
National Dairy Council, Chicago 1971

3. "How Schools Help Us" M. K. Hage Jr. and Robert Ryan
Benefic Press, Chicago 1962

4. "I Want to be a Librarian" Carla Greene
Children's Press, Chicago, 1966

5. "About Our School" Muriel Stanek - Benefic Press, Illinois, 1968

6. "In our School" Muriel Stanek
Benefic Press, Illinois, 1968

7. "I Want to be a Librarian" Carla Greene
Children's Press, Inc. Chicago, 1966

8. "At The Library" Lillian Colonius & Glenn Schroeder
Melmont Publishers, Inc., Chicago, 1967

9. "My Family and My Community" William Sadlier Inc., New York, 1971

10. Childcraft - Book about Occupations

Grade 1

Jobs and Extra Services in Schools

Goals

a. To become aware of the many services needed to operate a school properly.

b. To learn that the school is dependent on community helpers with special skills.

Behavioral Objectives

a. Children will list special services used in their school.

b. Through class visitations, group discussion and individual projects, pupils will recognize the various skills needed by these community helpers. The purpose of this unit is to stress the interrelation between students and extra service helpers.

List of Extra Services in the School

1. Speech and Hearing

   a. Specialist
   b. Aides
   c. Volunteers who test hearing
   d. Therapists

2. Art and Music

   a. Creative Dance volunteers
   b. Instrumentalist
   c. Music supervisor
   d. Art supervisor
   e. Band instructor
   f. Art volunteer teachers and lecturers

3. Psychology

   a. Psychologival examiner
   b. Guidance counselor
   c. Psychologist
   d. Psychiatrist
   e. Social worker

Grade 1 Continued

4. Maintenance

   a. Window repairs
   b. electrician
   c. plumber
   d. painter
   e. boiler room repair
   f. carpenter
   g. roofer and gutter men

5. Other

   a. ESL (English as a Second Language)
   b. Film projectionists and AV service men
   c. Audobon Society
   d. Student teachers
   e. Parents volunteers

6. Specialists

   a. Career Education Supervisors and Counselors
   b. Consumer Education " "
   c. Drug Education " "
   d. City Hall visitors

Activities

1. Pantomime an occupation of a service helper.

2. Role Playing

3. Draw pictures and make a booklet "Community Helpers in our School"

4. Cut out magazine, newspaper pictures of service helpers.

5. Invite service helps to visit the classroom.

6. Make a tree and hang leaves on it to show service helpers that come to the school.

7. Compose an experience chart about special services.

8. Have class visit the locations of these various services in the school.

Grade 1 - Continued

9. Draw life size figures of service helpers and decorate.

10. Make a bulletin board using these figures.

11. Draw or paint a picture of a service helper doing his job.

12. Tape record interviews with these people.

Materials - AV

Films

Jobs in Health

Our Class Works Together

Filmstrips

School Friends and Activities

Schools, Families and Neighbors (3 records - 3 filmstrips)

Community Helpers and Workers (Group 1 and 11)

Books

I Want to be a Homemaker
How Schools Help Us
Community Friends
About Our School
In our School

SVE Picture Study Prints

School Friends and Helpers

Unit 1

Grade 2

Workers in the Neighborhood

Goal

1. To develop in the children an understanding and appreciation of the neighborhood and its wide variety of workers and their contributions.

Behavioral Objectives

1. Pupils will be able to name and describe the workers in the stores in the neighborhood.

2. Pupils will be able to compare the qualifications of different store workers.

Activities

1. Take the children on a walk through a few blocks in their neighborhood. Upon returning, have them write an experience chart.

2. Have the children draw a simple map of their neighborhood locating their house, school, the major neighborhood stores, firehouse, service station, restaurant, laundromat, etc.

3. Have the children write a poem about their neighborhood.

4. Make a clay or sand model of streets and buildings in the neighborhood.

5. Make a bulletin board display of pictures showing "How to Keep the Neighborhood Clean."

6. Read related books and poems, show related filmstrip and sing related song mentioned.

7. Pupils will visit local stores and interview the owners.

8. Take a field trip to a nearby service station, flowershop, library, barber shop, beauty salon, supermarket, neighborhood grocery store, cleaners, drug stores, etc. Explore the kinds of work available at those places and differences in the services rendered.

Activities - Continued

9. Invite one of the workers from one of these places to speak about his job and duties.

Resource Material

Poems: a. "City Streets and Country Roads" Time for Poetry
b. "Roads Go Ever Ever On" Compiled by May Hill Arbuthnot Scott,/
c. "Our City" Choral Speaking Booklet compiled by Miss Conroy (Foresman)
d. "City Song" Choral Speaking Booklet compiled by Miss Conroy
e. "Moving" Time for Poetry, compiled by May Hill Arbuthnot

Song "People in Your Neighborhood" Sesame Street

Books a. I Want to be a Librarian, by Carla Greene
b. At the Library by Colonius and Schroeder, Melmont Pub., Inc. Chicago
c. Guess Who? by Anne W. Ball, Childrens Press, Chicago
d. I Want to be a Beauty Operator by Eugene Baker, Childrens Press, Chicago
e. I Want to be a Truck Driver by Carla Greene, Childrens Press, Chicago
f. I Live in the City By Muriel Stanek, Benefic Press, Westchester, Illinois.
g. People in your Neighborhood by J. Moss, Sesame Street Book

Picture-Story Study Set: Neighborhood Friends and Helpers, SVE

Workers in a Shopping Center

Year 2

Unit 11

Goal

a. People go to work at different times and work in or out of the neighborhood.

b. To help pupils realize that most people work at jobs away from their immediate neighborhood.

Behavioral Objectives

a. The pupils will realize that shopping complexes and supermarkets have a variety of facilities for the convenience of consumers and also provide a variety of occupational opportunities.

b. Pupils will be able to understand and identify the overall processing and distribution of goods.

c. Pupils will be able to name the different types of equipment used in these stores.

Activities

1. Children may play game called Supermarket. Divide players into teams. At a signal, player one of each team names something that could be bought in a supermarket that begins with the letter "A", then number two on each team names something with the letter "B", etc. After all members of each team have had a chance, the score is counted.

2. The teacher reads some want ads to the children from the local newspaper. Help the children to compose their own want ads for jobs in the community that interest them.

3. Discuss the dignity of work. Help the children to see the dignity in their own work.

4. Let the children role-play various jobs. They can pantomime or speak the roles. (Ex.: barber, hair stylist, librarian, service station attendant, shop owner, clerk in store, cashier)

5. Have the children make an individual chart with two columns: "Things I Need" and "Things I Want." Children may also make a picture chart from magazines.

6. Take the class on a field trip to a neighborhood shopping center.

7. Have the children visit a supermarket. Children may ask: "Why do you like your job?" How long do you work every day?" What is it that you do not like about your job?"

8. Have the children collect pictures from magazines with items that could be purchased in a store in a shopping center such as eggs in a supermarket, pizza pie in a restaurant, a ring in a jewelry store. Have the children match the item with the name of the store.

9. Construct a model supermarket out of cartons in a corner of the room. Have the children play store, pricing items. Discuss work of cashier. Choose different children to play "cashier" making change.

10. Read related story and sing related song.

Resources

1. Newspapers - Magazines
2. Pictures of different types of stores.
3. Empty can and boxes of food to be used in a store.
4. Book: The Day Joe Went to the Supermarket by Dorothy Levinson
5. Song: "What Shall I Buy?" The Magic of Music, Ginn and Company
6. Picture-Story Kit: Supermarket Helpers, SVE
7. I Want to be a Storekeeper by Carla Greene
8. I Want to be a Sales Clerk by Eugene Baker

Grade 2

Unit 111

Workers in the Community

Goal

To familiarize pupils with the world of work in the community and to understand that all jobs are necessary and important to the functioning of a community.

Behavioral Objectives

1. Pupils will be able to identify 5 workers in the community.

2. Children will be able to identify some of the specialized workers we depend upon for goods and services.

Specific Job Titles

Service station attendant
Librarian
Sanitation service man
Member of the street maintenance crew
Pharmacist
Florist
Policeman
Fireman
Shop Owner (cleaners, grocery store, etc.
Restaurant helper
Operator of laundromat
Barber
Hair stylist

Activities

1. Make a large papier-mache figure of one of the community workers.

2. Start a class library, having children organize the books and serve as librarian.

3. Have the children make a class booklet entitled "We Earn a Living." Each child selects a magazine picture of a worker at his job - then writes a sentence about this particular person's work.

4. Invite the parents to visit the classroom to discuss their jobs and perhaps demonstrate their work processes.

5. Have a discussion on what their parents actually do in their jobs and place importance on all types of jobs.

6. Use related flannel board cut-outs and poster of community helpers in discussion.

Activities - Continued

7. Read related poem and book.

8. Discuss lessons planned in Economic Kit, Level 1.

9. Visit a technical school to see people in training for their work.

10. Have the pupils prepare a mural showing their neighborhood and the people they see, such as the policeman, delivery man, store owner, service station attendant, librarian, street maintenance crew, etc.

11. Make a stand up community worker of cardboard and construction paper.

12. Children can create stick puppets impersonating community workers. Plan a simple puppet show with the puppets revealing their work.

13. Have a panel show. Choose five or six children to be the panelists. Prior to the panel, show each member of the class, with the exception of the panelists (who are not present in the room) a statement about a community worker. For example, the child may write "I use scissors, a razor and clippers in my work. Who am I?" The panelist who rings his bell the fastest and gives the correct answer scores a point.

Resources

1. Filmstrip: "Community Helpers", set #2, McGraw Hill Book Co. 330 W. 42nd. St., New York 36, N. Y. It contains the following community helpers: librarian, sanitation crew, street maintenance crew, service station attendant.

2. Poster of community helpers with movable figures, Fearon Publishers, Inc., 2165 Park Boulevard, Palo Alto, California, 94306

3. Felt cut-outs for Flannelboard, #502, Community Helpers Set, School Service Co., 647 South La Brea, Los Angeles, California, 90036

4. Community Workers Flannel Board Visual Aids, Instructo, #151

5. Everyday Economics, Overhead transparency kit, level 1, Noble and Noble, Pub., by Curriculum Development, Inc.

6. Book: What Will I be from A to Z? by Donald L. Gelb, National Dairy Council, Chicago

Resources - Continued

7. Poem: "Stores" by Ilo Orleans, Poems and Verses About the City by D. Bissett, Book 3, Chandler Publishing Co.

8. Filmstrips:

"Shopping in our Neighborhood"	#502)	
"Our Neighborhood Stores"	#588)	Bridgeport
"People at Work"	#590)	Public Schools
"People of Other Neighborhoods	#589)	Film Library

Communication in Bridgeport

Radio, Television, Newspaper and Telephone

Year 3

Goals

1. To identify the ways Bridgeport dwellers communicate.
2. To make students aware of the different forms that the city employs in communications.
3. To explore the role of TV, radio, telephone, newspapers in the Bridgeport community.

Behavioral Objectives

1. Children will use and know the meaning of "communication" in speech and writing.
2. Students shall actively use different forms of communication.
3. Children perceive the many diverse occupations needed of successfully run a:
    1. Television Station
    2. Newspaper
    3. Radio Station
    4. Telephone Company

They shall be able to describe and list several occupations in each category.

a. Television Station

1. Art director
2. Audio man
3. Cameraman
4. Carpenter
5. Comedian
6. Director
7. Engineer
8. Floor director
9. Lighting man
10. Make-up man
11. Office worker
12. Producer
13. Property man
14. Repairman
15. Switcher
16. Video control man
17. Wardrobe mistress
18. Weatherman
19. Writer
20. Typesetter

b. Newspaper

1. Newscaster
2. Cartoonist
3. Editor
4. Photographer
5. Reporter
6. Rewrite man
7. Pressman
8. Printer
9. Office Personnel
10. Newspaper carrier

c. Radio Station

1. Announcer (Broadcaster)
2. Engineer
3. Fashion coordinator
4. General manager
5. Janitor
6. Newscaster
7. Program director
8. Sales representative
9. Secretary
10. Sportscaster
11. Station manager
12. Weather man

d. Telephone

1. Clerk
2. Cross country operator
3. Engineers
4. Local operator
5. Physicists
6. Mathematician
7. Repairman
8. Sales and service representative
9. Secretary

Activities

1. The teacher initiates a round-table discussion using the meaning of communications as "sending ideas to one another." Children use verbal, non-verbal (communication with eyes, "body language") written means in this lesson.

Activities - Continued - Year 3

2. Children learn, through the use of role playing, to reinforce their understanding of communications. Specifically, use blindfold, earmuffs, and other confining materials, to have them realize the importance of the senses in communication.

3. Start a scrapbook-notebook and add a definition and picture for each new vocabulary word.

4. Read together, "You Visit a Newspaper, Television Station."

5. Children take field trips to the Southern New England Telephone Company, Bridgeport Post, WICC Radio Station, Television Station, Channel 49 in New Haven, Connecticut.

6. Students send written form of communication previous to field trips, asking permission to visit and listing areas of interest to them.

7. Use tape recorder to tape answers to specific questions (List of questions should be drawn up prior to trip.)

8. Resource people will come into the classroom. Set up a "Career Day" when the entire school can be invited into the classroom to talk with workers from the phone company, radio station, television station and newspaper.

9. Use a video-tape recorder to make a simulated TV program.

10. Tape record children's voices to produce their own radio program.

11. Make a school newspaper. Write "Live Letters" to the Bridgeport Post.

12. Discuss proper use of telephone by having actual telephone conversations in the classroom, using phones provided by Southern New England Telephone Company.

13. Pictures: a. Cut pictures from magazines, catalogs, newspaper to paste into notebook-scrapbook.
    b. Collage
    c. Actual photographs of "workers at work"
    d. Drawn pictures - 1. in school newspaper, 2. in making "Child-made" filmstrips, 3. in making transparencies.

14. Stories:

    a. Choose a job and describe the worker as he goes through one day of work.

    b. Write a creative story telling about a "communications blackout." (e.g. "Bridgeport Without Telephones," "Stop the Press For Year," "The TV Strike," "Radio Goes Dead.")

    c. Assign groups to write editorials for school newspaper.

    d. Newspaper "reporters" write local news.

15. Bulletin Boards

    a. Children paint a mural of the 4 types of communication.

    b. "How Communication Spreads the Word"

(e.g. Boys sees cat stuck in tree → Boy calls fire station from emergency phone → Fireman received message over 2-way radio

Reporter hears news → Reporter phones in news → News story makes newspaper headlines

Mayor sends letter of congratulations)

    c. "The Eyes and Ears of Bridgeport" uses actual photographs of the Bridgeport Post, SNET Company, Radio and TV Stations in the area.

16. Crossword Puzzle (see attached sheet for example)

17. Individual Art Activities

    a. Paper dolls
    b. Puppets (for role playing)
    c. Shadow boxes
    d. Paper filmstrips to be shown through cardboard box "TV set"
    e. 3-D scenes using pipe cleaner, popsicle stick figures
    f. Walkie-talkies, using two tin cans, string and wax

Materials - Available at Career Education Materials Center - Shelton School

Books:

I Want to be a News Reporter
How Communication Help Us
Come to Work with us in a Newspaper
Come to Work with us in a TV Station
You Visit a Newspaper - Television Station
Come to Work with us in a Telephone Company

Materials and Resources (Not in the center)

1. Audio-Visual Equipment

a. Tape Recorder
b. Camera
c. Telephone
d. Video-tape player
e. Overhead projector
f. Filmstrip projector

2. Supplies

a. Paper
b. Scissors
c. Crayons
d. Poster Paint
e. Paste
f. Pipe Cleaners
g. Popsicle sticks
h. Fabric
i. Cardboard box
j. Shoe boxes
k. Telephone Directory
l. Blindfolds, earmuffs, mittens

---

m. Small notebook
n. Tincans, string, wax
o. Magazines, catalogues, newspapers
p. Dictionary
q. Encyclopedia

3. Filmstrips

a. "What's It All About?" Telephone Co. Filmstrip (available upon permission)

b. "Communicating Ideas - Community Series #641261 McGraw-Hill Pub.

c. "Communication" Filmstrip #503 (available through Board of Education Library)

d. "Community Helpers" Series #402000 Eyegate Films

4. Resources

a.	WPSB Radio Station	1016 Broad St., Bpt.	366-9321
b.	WICC Radio Station	177 State St., Bpt.	366-9383
c.	Bpt. Post Pub. Co.	410 State St., Bpt.	333-0161
d.	Television Station Channels 8 & 49	135 College Ave.N.H.	777-3611
e.	American Newspaper Publishers (Free Booklet - Your Future in Daily Newspapers)	750 Third Ave., N.Y.	
f.	SNET Co.	430 John St., Bpt.	335-9221

5. Bibliography

a. Childcraft, The How and Why Library, Vol. 10,
Ambary, George S.
Field Enterprises Educational Corp.
Chicago, Illinois 1964

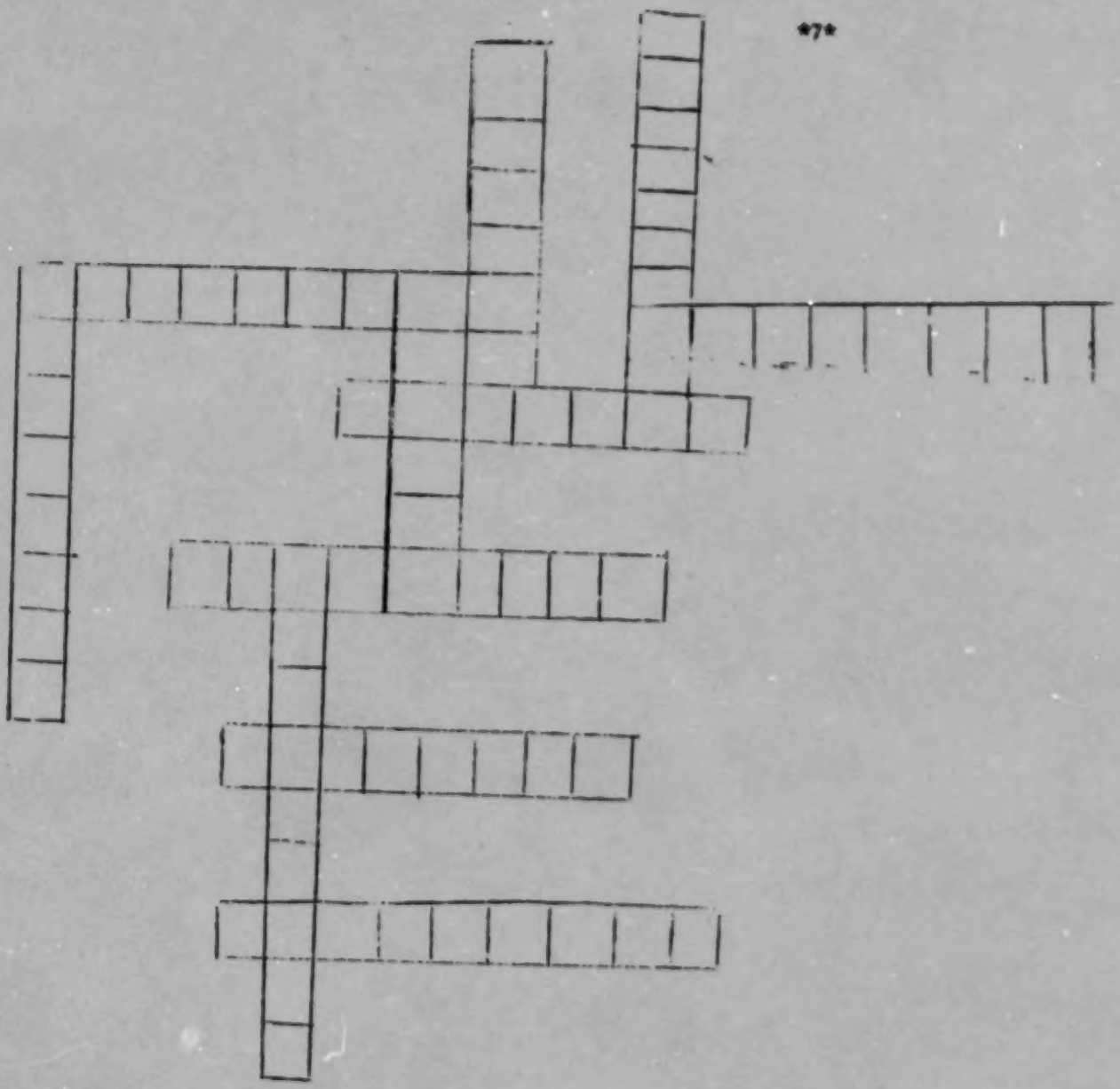
b. City of Bridgeport, Then and Now, Grade 3
Prepared by Julia K. Conroy, Primary Supervisor

c. How Our Government Helps Us
Stanek, Muriel
Benefic Press
Westchester, Illinois 1969

d. You Visit a Newspaper, Television Station
Meshover, Leonard
Benefic Press
Chicago, Illinois 1965

e. Your Community and Mine
Grambs, Jean D. and Hunnicut, C.W.
The L. W. Singer Co., Inc.
Subsidiary of Random House, New York 1966

f. Primary Grade Activity
Field Enterprises
Educational Corp.
Chicago, Illinois 1957



Across

1. A person who broadcasts information
2. A machine that sends sounds over the air
3. A person who puts telephone wires on poles
4. Someone who takes pictures for TV shows
5. One who gets information and communicates it on TV, Radio, Newspaper or telephone.
6. A person who gives services or information over telephone.

Down

1. A man that makes sure we hear the right sounds
2. One who puts lipstick, powder, wigs on TV performers
3. He decides what information goes into the TV shows, radio shows, newspapers.
4. Performer
5. A meteorologist

Answers to puzzle

Announcer
Audioman
Actor
Lineman
Editor
Cameraman
Make-up Man
Reporter
Operator
Microphone
Weatherman

Samples for 3 Teacher-Made Tests

1. True - False

1. "Communications" means sending ideas to one another.
2. A person can live very comfortably if he is cut off from all communication.
3. A telephone is one means of communication.
4. Radio and TV are not important to children.
5. A newspaper editor types the news reports.
6. A telephone company helps in emergencies.
7. A radio announcer and a broadcaster are the same.
8. A make-up man works on the radio.
9. An audio man takes TV pictures.
10. The telephone directory gives us information about our community.

2. Multiple Choice Test - Grade 3

1. Circle two means of communications:

   a) Baseball b) Radio c) cooking d) television

2. Circle one job in the telephone company:

   a) reporter b) cameraman c) operator d) announcer

3. The person in charge of a TV show is:

   a) comedian b) engineer c) editor d) director

4. A newspaper reporter:

   a) writes books b) fixes telephones c) writes news
   d) drives a taxi

5. A Bridgeport radio station is:

   a) WABC b) WXYZ c) WICC d) WSSS

6. The name of a Bridgeport newspaper is:

   a) New York Times b) Bridgeport Post c) The Flashback

7. Someone who fixes telephones is a :

   a) actor b) repairman c) secretary d) operator

8. One job of the weatherman is:

   a) reading news b) taking pictures c) drawing d)forecasting weather

9. TV, radio, newspapers and telephones:

   a) help people communicate b) are not useful c) are not in our city

10. Bridgeport has:

   a) only telephones b) no means of communication c) many means of communication

3. Essay Test

Write a short story, choosing one of the occupations that have been studied, and tell why you would choose that career.

Communication Poem

Eletelephony

Once there was an elephant,
Who tried to use the telephone -

No! no: I mean an elephone
Who tried to use the telephone -
Dear Me! I am not certain quite
That even ow I've got it right.

Howe'er it was, he got his trunk
Entangled in the telephunk;
The more he tried to get it free,
The louder buzzed the telephee -
(I fear I'd better drop the song
Of elephop and telephong!)

By Laura E. Richard

Additional Activities

1. Telephone

   1. Make a telephone directory of the class, alphabetizing by surname.

   2. Arrange a telephone "chat corner" in the classroom using two play phones.

   3. Report on uses which our families make of the telephone.

   4. Discuss various means of oral communication: 2 way radio, CB, telegraph.

11. Newspaper

   1. Exhibit copies of all newspapers published in the community.

   2. Make up ads for local stores.

   3. Paint a mural of early communication in America.

   4. Play "Newsboy" and practice making change when "selling" newspapers.

111. Radio and Television

   1. Make a chart on which to record the times and stations for children's favorite radio and TV programs.

   2. Arrange a bulletin board presentation of pictures illustrating favorite radio and TV programs.

   3. Hold a short discussion each day to review TV and radio programs of the previous evening.

   4. Discuss problems of health affected by overuse of television-eyesight, posture, sleep, outdoor exercise, etc.

VOCABULARY

Television

1. Actor - One who acts or performs
2. Actress - A female actor
3. Art director - Plans the scenery and the title cards
4. Audioman - Makes sure we hear the right sound
5. Cameraman - One takes a picture, while another cameraman gets the next picture
6. Carpenter - Builds the set for the show
7. Comedian - Makes people laugh
8. Director - Plans the pictures and the sound, He is in charge of the show
9. Engineer - Makes sure the equipment is ready to make good pictures and sound
10. Floor director - Hears the director through earphones and tells people what the director wants them to do.
11. Lighting man - fixes the spotlights
12. Make-up man - puts lipstick, powder, wigs and other things on performers.
13. Office worker - Make sure that everything is ready when it should be.
14. Producer - is in charge of everything
15. Property man - Take care of the furniture and things performers use during the program.
16. Repairman - repair things that are broken
17. Switcher - pushes buttons to make the pictures go in the right order.

18. Video control man - makes the picture look right

19. Wardrobe mistress - takes care of the clothes performers wear

20. Weatherman - tells us about the weather and people in the news

21. Script writer - tells actors what to say and do on programs

22. Typesetters - use a machine to put all the words on pieces of metal called type

Radio

1. Announcer - (broadcaster) - talks into a mike and announces the programs, news, sports, etc.

2. Engineer - makes sure the equipment is ready to make good sounds

3. Fashion coordinator - gives out information on the latest dress over the radio

4. General manager - he is the head of the radio station

5. Janitor - he makes sure the studio is in order

6. Newscaster - one who tells about the news

7. Program director - plans and directs the program

8. Sales representative - goes out and gets business to pay for the advertisements

9. Secretary - takes notes, answers telephone

10. Station manager - one who manages the station

11. Sportscaster - one who tells about sports, the results of games that were played.

12. Weather man - he works with several media to find out about the weather

Telephone

1. Clerk - one who keeps accounts
2. Cross country operator - assists in making long distance calls
3. Engineers - Makes sure the equipment is in good working condition
4. Local operator - assists in making calls within the city, assist in giving out numbers
5. Physicists - work on telephone research and development
6. Mathematican - work on telephone research and development
7. Repairman - he will fix or mend
8. Sales & service representative - sells any new materials for the company
9. Secretary - takes notes, sends out bills
10. Lineman - a person who puts telephone wires on poles

City Government

Grade 3

1. GOALS

   a. To recognize the many occupations in the various governmental departments.

   b. To identify the qualifications and requirements needed for these jobs to make work successful.

   c. To establish an awareness that city government, as a basis for our city's well-being, works for the community and the individual.

11. BEHAVIORAL OBJECTIVES

   a. Through use of basic outlines and a class mural, children shall become aware of the departments (Executive, Legislative, Police and Fire, Education, Parks, etc.) their heads, and the responsibilities they have in Bridgeport Government.

   b. Pupils can describe qualifications or skills needed for specific government occupations through establishment of a "government job center" and elections in the classroom.

   c. Students will be aware of the fundamental background of our city's government by successfully completing a teacher-made test or written essay.

   d. A field trip to City Hall will provide first-hand proof that individual citizens and community employees inter-relate.

111. SUGGESTED ACTIVITIES

   1. Use a library period to acquire information on the background of Bridgeport Government.

   2. Initiate a round table discussion about the Bridgeport Charter and its

City Government
Cont.

Grade 3

import to the beginnings of our city's government.

3. Use role playing or pantomime to set up a "colonial" group and draft a charter for the class, elect officials, make departments, etc.
4. Branches of Government - "The Bridgeport Tree" (See attached sheet)
5. To understand the process of the election of a mayor, hold a classroom election, dividing groups into political parties, publicizing views of candidates, etc.
6. Invite the district alderman into the classroom to explain his job, qualifications needed, and election procedure.
7. Make a vocabulary booklet (using pictures when possible) of occupations in city government.
8. Using an opaque projector, project a city map, trace it and use it to locate municipal buildings, City Hall, fire and police stations, sewage plants, etc.
9. As an individual project, choose one branch of government and make a diorama.
10. Choose one executive occupation (Mayor, Fire Chief, Superintendent of Schools, etc.) and have children write a story putting themselves in that position.
11. Use "committees" of children to plan and execute a mural of city hall executives and employees.

City Government
Cont.

Grade 3

Mayor	Fire Chief	Police Supt.		Supt. Schools
Common Council	Asst. Chief	Captain	Detective	Asst. Supt
Alderman	Fireman	Lieutenant	Patrolman	Dist. Supervisors
		Sergeant		Principal
				Teacher

Park & Recreation Commissioner

Asst. Super.

Playground Councilor

Maintenance

12. Cross work Puzzle
13. Art Activities
    1. Collage - city services
    2. Drawn pictures - the job of the mayor, fire chief, etc.
    3. Photographs - municipal buildings in the neighborhood
14. Field Trip - City Hall
15. Establish a "job" center in one corner of the classroom - have children "apply" for government jobs by listing their qualifications.

Grade 3

Brenches of City Government

I. Executive Branch

a. Mayor - elected from a political party for a 2 year term.

II. Legislative Branch

a. Common Council - (Board of Alderman) 20 members

1. Alderman - elected to the position without pay, can execute, alter and repeal the city's laws.

2. Common Council President - elected by Board of Alderman.

III. Other Branches

a. Department of Education

1. Superintendent of Schools
2. Assistant Superintendent
3. District Supervisors
4. Principal
5. Teacher

b. Fire Department

1. Fire chief
2. Ass't. Fire chief
3. Board of Fire Commissioners
4. Inspectors
5. Fireman

c. Police Department

1. Police Superintendent
2. Captain
3. Lieutenant
4. Sergeant
5. Detective
6. Patrolman

d. Parks & Recreation Department

1. Recreation Division

Parks and Recreation Department - Cont.

a. Commissioner
b. Playground supervisors
c. Maintenance
d. Playground counselors

2. Parks

a. Director
b. Maintenance

e. Department of Humane Affairs (Health and Welfare)

a. Administrator of Humane Affairs

b. Board (7 members)

1. Health Division

a. Health Nurses
b. Dentists and Hygienists
c. Sanitation Workers

2. Welfare Division

a. Social Workers
b. Nurse - for elderly, blind, orphans
c. Doctor " " " "
d. Child care workers

f. Public Works Department

a. Director
b. Paving crew
c. Maintenance
d. Ash and garbage collectors
e. Sewer workers
f. Slaughter house workers

Vocabulary
City Government

Alderman - a member of the city council
Board - a group of people who manage a department
Charter - an official paper setting forth aims and principles of a group

Vocabulary - City Government - Continued

Clinic - A place where patients are examined or treated
Commission - a group of people chosen to do a certain thing
Common Council - a group of people elected to make the laws for a city
Detective - a man on the police force whose work is trying to solve crimes
Director - a person who is in charge of a department
Elect - To choose for some office by voting
Flouride - a substance added to water to prevent tooth decay
Ordinance - a law made by city government
Reference - something that gives information
Sanitary - clean, free from dirt

Resources

Films

Applying for a Job

Filmstrip

Office Occupations

Books

How Rules and Laws Help Us
How Our Government Helps Us
I Live In the City
About People Who Run Our City

SVE - Picture Story Study Prints

Fire Department Helpers
Police Department Helpers

Transportation

Year 3 * Breakdown of jobs & their qualifications found in Occupational Outlook Handbook 1972-'73 Edition

Goals

a. To identify the means of transportation available in Bridgeport.

b. To discuss the different forms of transportation the city employs.

c. To explore the areas of land, air and water transportation.

d. To make the student aware of the many career opportunities available in these areas, in Bridgeport.

Behavioral Objectives

a. Children will understand the term "transportation" as used in the city through panel discussion and written essay.

b. Children will view and use some of the forms of transportation.

c. Children will become aware of the purpose and necessity of various means of transportation available to them in Bridgeport.

* d. Children will recognize some of the jobs in the areas of transportation:

1. Land

a. Car

Salesman, mechanic, gas station attendant, road construction workers, motor vehicle department, policeman, advertising men, driver training

b. Taxi

Driver, dispatcher, mechanic, office worker

c. Bus

Driver, mechanic, scheduler, office workers

d. Train

Engineer, conductor, trainman, signalman, brakeman, mechanic, electrician, office worker, station manager

e. Truck

Driver, dispatcher, mechanic, driving training, loaders and unloaders

2. Water

a. Ferry

Captain, engineer, mechanic, crew

b. Ship or Freighter

Captain, navigator, engineer, mechanic, crew, radio man, Maintenance worker, office help, longshoremen, agent, cargo crew.

3. Air

a. Commercial Aircraft (passenger & freight planes)

Pilot, co-pilot, flight engineer, mechanics, stewardess, ticket agents, traffic agent, air controller, management, ground crew, airline dispatchers

b. Private Planes

Pilot, ground crew, mechanic

c. Helicopters

Pilot, ground crew, mechanic

e. Children will know qualifications and training needed for some of these occupations.

Activities

a. Panel discussion - What is transportation? Talk about transportation, now and then.

Activities - Continued

b. Trace a product from source to home.

Example: A loaf of bread

c. Collage - cut pictures of transportation from magazines, catalogs, newspapers.

d. Role-playing - set up problem situation and choose workers to be of assistance.

Example: Breakdown of car on thruway, derailing of a train, emergency trip to another city or country.

e. Invite various transportation employees, (truck driver, mechanic, engineer, pilot) into the classroom to discuss the qualifications for their jobs.

f. Plan an imaginary trip. Discuss routes to use, vehicles needed, transportation workers who help get us there.
(Example: Seaside Park, downtown Bridgeport, Puerto Rico)

g. Field trips -

1. Bridgeport Airport
2. Cilco Dock
3. Railroad Station
4. Gas Station

h. Make a picture vocabulary dictionary about transportation workers.

i. Use tape recorder to interview transportation workers.

j. Photographs - Make a picture bulletin board of means of transportation and workers at their jobs.

k. Mural - Transportation through the ages

l. Diorama - Choose one occupation involving transportation and illustrate it in a diorama.

m. Creative Writing - Personify a means of transportation - Pretend you are a : (pilot, stewardess, ship captain)

Transportation - Continued

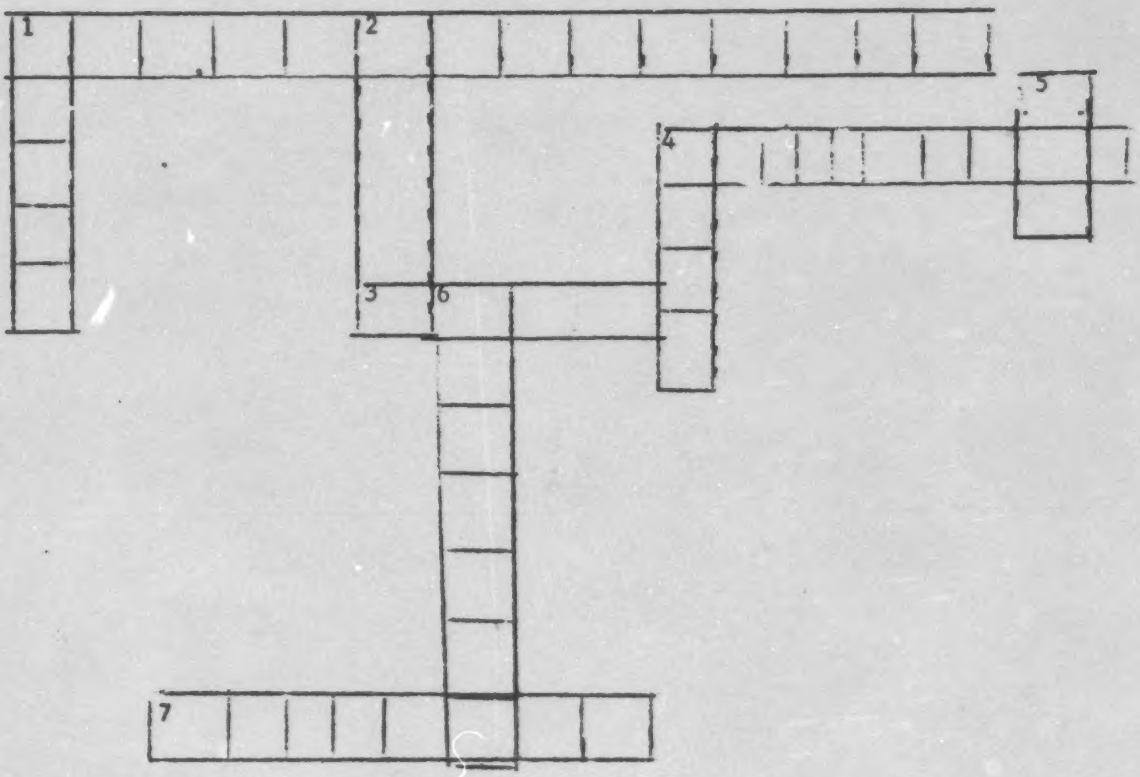
n. Book reports - oral and written

o. Letter writing - letters to people in transportation requesting information about job requirements.

p. Bulletin Board - "Transportation in Bridgeport"

q. Transportation "Bingo"

r. Crossword Puzzle



VOCABULARY WORDS

Jet train
stewardess taxi
pilot ship
transportation airport
commuter

Across

1. Ways of moving from one place to another
3. a public car that takes people around the city
4. A lady who serves passengers on a plane

Across - Continued

7. A person who uses transportation to get from home to work

Down

1. A means of transportation that is run by an engineer
2. A man who controls a plane
4. A means of transportation that travels in the water
5. A plane that runs by streams of gas
6. A place where planes take off

Materials

Available at Career Education Material Center, Shelton School

Filmstrips

Traveling In and Out of the City (4 filmstrips and 2 records)
Man Has Wings (6 filmstrips - 3 records)
Automobiles for Millions
The Fascinating World of Mechanics (1 Filmstrip - 1 cassette)

SVE - Picture Story Study Prints

Moving Goods for People In the City
How People Travel in the City

Books

Come to Work in an Airport
How We Travel on Land
How We Travel on Water
I Want to be a Mechanic
I Want to be a Service Station Attendant
I Want to be a Road Builder
I Want to be a Truck Driver
I Want to be an Architect

Vocabulary

cargo - freight; goods to be shipped

commuter - a person who uses some means of transportation to get from one place to another

engineer - a man who plans and builds machines, roads, bridges, dams and the like

flat car - a railroad freight car without roof or sides

freight train - a train that carries goods or objects

harbor - a body of water protected from winds and storms where ships can dock safely

jet - a plane driven by jets or streams of gas instead of propellers

pilot - man who steers or guides a plane

refrigerator car - a freight car that acts like an ice box

stewardess - a woman who waits on passengers in a plane

suburb - an area outside of the city

taxi - to move along the surface of the ground

tugboat - a small, powerful boat used to guide large ships

transportation - ways of moving from one place to another

The Government of Connecticut

Grade 4

Goals

1. To study the State Government as a key to better understanding of our National Government.
2. To make children aware of the many job opportunities in the State Government.
3. To give necessary background for the development of skills needed to procure these jobs.
4. To explore the Executive Department and learn the duties of the following officers:
   a. Governor
   b. Lt. Governor
   c. Secretary
   d. Treasurer
   e. Comptroller
5. To stress the importance of citizen participation in elections.

Behavioral Objectives:

1. To form comparisons of the different levels of State and National Government through role playing.
2. Pupils will collect materials and pictures and make scrapbooks on jobs in the State Government.
3. Successfully participate in mock elections listing duties of the office you are aspiring to and why you think you qualify.

Overview: The powers of government are divided into three distinct departments:

1. Executive
2. Legislative
3. Judicial

Our unit is concerned with the Executive department which includes:

a. Governor
b. Lt. Governor
c. Secretary
d. Treasurer
e. Comptroller

Overview - Continued

The constitution states:

1. The choice of the public officers belong to the people.

2. The people have the right to vote.

Qualifications of electors:

Every citizen of the United States who has attained the age of eighteen years, who have resided in the town in which he offers himself to be admitted to the privileges of an elector at least six months preceding the time he so offers himself, who is able to read in the English Language any article of the constitution or any section of the statutes of the state, and who sustains a good moral character, shall, on his taking such oath as may be prescribed by law, be an elector.

Activities

1. Class discussions

2. Information gathering
   a. State officers
   b. Representatives
   c. Parents
   d. Friends
   e. Newspapers
   f. Bulletins from State Department

3. Mock elections

4. Interviews

5. Role Playing

6. Panels

7. Visits to the Capitol in Hartford

8. Questionnaires

Activities: Continued

9. Games - Example:
   Mirror, Mirror on the Wall
   What Shall I Be When I grow Tall? Why?

10. Films and slides on government workers.

11. Making scrapbooks and bulletin boards.

12. Writing biographies of my favorite government worker.

Resources

1. Connecticut State Register and Manual
   Secretary of State
   Hartford, Connecticut

2. This Is Connecticut
   City or School Library

3. Facts about Connecticut
   Commissioners Office
   Hartford, Connecticut

4. The Nations Builders
   Shelton School - Career Education Materials Center

5. Finding Our Place in the World Through the Study of Connecticut
   State Board of Education, Hartford, 1967

6. How Our Government Helps Us
   By Muriel Stanek
   Benefic Press, Chicago 1969

NATURAL GAS SERVES OUR COMMUNITY
Grade 4

Goal

1. To learn how gas serves our community in the homes, schools and factories.

2. To make pupils more aware of the many careers involved in finding gas and bringing it to the surface.

3. To learn about the conversion of natural gas to usable products in our community.

4. To learn about the different occupations involved in servicing our community with natural gas.

Behavioral Objectives

1. Pupils will explore and develop the following concepts through reading and researching to answer the questions listed below:

   a. Where does natural gas come from?
   b. Why was it formed where it has been discovered?
   c. How is natural gas located?
   d. How is natural gas refined and made into other products that we use in the community?

2. Pupils will learn about the many jobs involved in using and maintaining gas in the community through:

   a. Field trips
   b. Speakers from the Gas Company followed by a question and answer period.
   c. Research
   d. Visits to Shell Oil Company
   e. Visits to local gas stations
   f. Films and filmstrips
   g. Charts and Graphs

Overview

This unit will cover the discovery and extraction of natural gas and includes five broad fields of work:

   a. Exploration
   b. Drilling and oil field servicing well.
   c. Operation and maintenance.
   d. Piping gas into our community.
   e. Distributing, regulating and servicing the gas supply in our community.

Occupations in the Industry

A. Exploration
   1. Petroleum geologist
   2. Paleontologist
   3. Mineralogists
   4. Stratigraphers
   5. Photogeologists
   6. Petrologists
      a. Draftsmen
      b. Surveyors
   7. Geophysicist
      a. Prospecting computer
      b. Observers
      c. Shothole drillers
         1. Helpers
         2. Shooters
   8. Landman or leaseman

B. Drilling
   1. Petroleum
   2. Rig buildors
   3. A rotary driller
   4. A derrickman
   5. Rotary helper (roughneck or piperacker)
   6. Engineman
   7. Tool pusher or chief driller
   8. Roustabouts
   9. Cable-tool driller

C. Well Operation - Maintenance

   1. Pumpers
      a. Helpers (roustabouts)
   2. Switchers
   3. Cagers
   4. Treaters
   5. Skilled Workers
      a. welders
      b. carpenters
      c. electricians
      d. machinists

D. Natural gas Processing

   1. Dehydration-plant operator
   2. Gasoline-plant operator (Engineer)
   3. Compressor-station operator
   4. Compressor-station engineer
   5. Gas-compressor operator

E. Natural Gas Maintenance Activities

1. Instrument repairman
2. Electrician
3. Welder
4. Engine repairmen
5. Roustabouts
6. Helpers or laborers
7. Clerks, administrators, professional and technical workers

F. Off-shore Operations

1. Require some types of drilling crews as are employed on land operations
   a. Radio men
   b. Seamen
   c. Cooks
   d. Moss boys
   e. Pilots

Distributing, Regulating and Servicing

1. Regulator stations controls the gas pressure that must be lowered for household appliances.

2. Gas appliance serviceman diagnose malfunctions in gas fuel heating systems and make necessary repairs and adjustments.

3. Meter men -- Install, test, maintain and repair meters on customers' premises.

4. Meter testers and installers for commercial and industrial customers.

5. Administrative and clerical staff

Questions for Interviews or Test Yourself

1. Where does natural gas come from?

2. How is natural gas trapped in the earth?

3. How does natural gas get into porous rock?

4. Why does a surveying party study the rock layers on the surface?

5. How do scientists and technologists look for gas beneath the surface? What instruments do they use? What clues do they try to collect?

6. What is the reason for drilling into the earth?

7. What is done at a pumping station? Why is it needed?

8. Why is gas stored? How is it stored?

9. What is down at a regulator station?

10. Why are gas company maintenance crews needed?

11. Is gas an important energy resource in your community?

12. How far does our natural gas travel and where does it come from?

13. How the need for gas changes from season to season and from day to day in the community.

14. What ways of storing natural gas are used in the community?

Activities

1. Tour of the Bridgeport Gas Company to see a demonstration of their modern equipment.

2. Create a mural showing gas coming from the ground many miles away -- being piped through pipelines to area and into the home.

3. Make scrap books showing the uses of natural gas in the community -- using magazines and periodicals.

4. Have speakers from Gas Company come to describe the many jobs available in the community.

5. Tour of Shell Oil Company to see storage tanks and large pipelines.

6. Occupational booklet. Have each child research one specific job in encyclopedia/dictionary. Write a paragraph about that job and draw a picture illustrating this information.

7. Draw a gas pipeline when it comes to our own community. Draw homes, stores, schools and industries of area.

8. Draw pictures of different ways in which gas is used in our community and the people who use it.

Resources

1. Natural Gas Serves Our Community
   Cut-Out Kit
   Gas Company
   Broad Street, Bridgeport

2. Your Community and Mine
   L. W. Singer Co., Inc. 1966 (book)

3. Our Community Utilities -- Coronet, Chicago
   Filmstrips from Materials Center

4. Texas: Land of Cattle and Oil -- S V E

5. Natural Resources -- Bowmar

6. Petroleum and Natural Gas Production and Processing, Petroleum Refining.
   Occupational Outlook Reprint Series Bulletin No. 115
   Price 15 cents

MANUFACTURING
THE AIRPLANE INDUSTRY

Grade 4

Goals

1. To provide students with information about the manufacturing industry in Connecticut.

2. To make pupils aware of the fact that modern methods and materials are changing the types of job opportunities for workers.

3. To give necessary background for the development of skills needed to keep Connecticut a leading manufacturing state.

Behavioral Objectives

1. Students will be aware of job qualifications in the airplane industry.

2. Students will be able to role-play several jobs in the field of aviation.

3. Students will be able to differentiate and describe the various levels of careers in the airplane industry.

JOBS

Aircraft Mechanic, Armament - Assembles, installs, tests, and adjusts guns, power-driven turrets and bomb racks in aircraft.

Aircraft Mechanic, Electrical and Radio - Lays out, assembles, and installs radio and electrical systems in aircraft.

Aircraft Mechanic, Heat and Vent - Lays out, assembles, installs, and tests heating and ventilating systems in aircraft.

Aircraft Mechanic, Plumbing and Hydraulics - Lays out, assembles, installs, and tests plumbing and hydraulic systems in aircraft.

Air Filler - Fills tight barrels with compressed air preparatory to inspection.

Air-Hammer Operator - Breaks asphalt, concrete, stone, or other pavement, loosens earth, digs clay, brakes rock.

Airline-Radio Operator - Transmits and receives messages between station and aircraft of other ground stations by radiotelephone.

Airline-Radio Operator, Chief - Supervises and coordinates activities of Airline-Radio Operators in maintaining radio communications.

Airplane-Dispatch Clerk - Compiles aircraft dispatch data, such as schedule arrival and departure times at check points scheduled stops, amount of fuel needed for flight maximum.

Flight-Information Expeditor - Determines flight times of airplanes and transmits information to flight operations and Air Traffic Command centers.

Plane-Gas-Tank-Liner Assembler - Cuts and cements sheets of rubber to make shock absorbers for airplane gas tanks.

Plane Inspector - Examines airframe, planes, and operating equipment to insure that repairs are made according to specifications, and certifies airworthiness of aircraft.

Plane Pilot - Pilots airplane or helicopter, at low altitudes over agricultural fields to dust or spray fields sow seeds, fertilizers, or pesticides.

Plane Pilot, Commercial - Pilots airplane to transport passengers, mail, or freight.

Airplane-Pilot Helper - Mixes fertilizers and pesticides according to prescribed formulas and loads seeds, fertilizers, or pesticides onto airplane.

Airplane Stewardess - Renders variety of personal services conducive to safety and comfort of airline passengers during flight: Greets passengers, verifies tickets, records destinations, and assigns seats. Explains use of safety equipment, such as seat belts, oxygen masks, life jackets. Serves previously prepared meals and beverages.

Airplane Stewardess, Chief - Trains Airplane Stewardesses for passenger airline.

Airplane Woodworker - Fabricates and assembles wooden airplane and glider parts to form major units, such as spars, wings, fins, and fuselage sections.

Airport Electrician - Inspects, cleans, and makes minor repairs to lights and beacon on a flying field.

Airport Engineer - Plans and lays out airports and landing fields, and oversees construction work involved in leveling fields, laying out and surfacing runways, and providing drainage.

Suggested Activities

1. Help children categorize their parents' occupations.

2. Bring parents and relatives into the classroom to discuss and demonstrate work processes.

   a. Appoint someone to interview the speaker.

The following outline may be used:

   a. What are the duties of the job?
   b. What do the workers need to know?
   c. Is the work indoors or outdoors?
   d. Do you need to be strong to do this work?
   e. What are the opportunities for the future?

3. Write paragraphs using the following title "When I Grow Up".

4. Build Model planes and helicopters.

5. Plan an exhibit of models built or bought.

6. Have children find pictures of the various types of helicopters and special machines developed for space age research.

7. Collect pictures from newspapers and magazines for a bulletin board.

8. Write biographies on the Wright Brothers flight at Kitty Hawk.

9. Contact Industries for field trips, and ask for pictures and other free materials.

10. Show filmstrips, films and slides on aircraft industry for motivation and discussion.

MATERIALS AND RESOURCES

Filmstrips

New England

Major Industries Today
Other N. E. Industries
Eyegate
146-01 Archer Avenue
Jamaica, N. Y., 11435

New England States Industry - Color

This filmstrip shows that New England today makes many products ranging from common pins to atomic submarines. Industry made Connecticut one of the most densely populated areas in the U. S. Fifteen color pictures are devoted to Connecticut Industries including aircraft, silverware, clocks, firearms, insurance and business machines.

Haeseler Pictures Com.
1737 No. Whitley Ave.
Hollywood 28, California

Films

Connecticut Yankees in the Jet Age - 15 min.

A film predicting the aircraft industry in Connecticut, including manufacturing, general airline and jet aviation activities.

State of Connecticut
Department of Aeronautics
Brainard Field, Hartford, Conn.

History of the Helicopter - 25 min.

The film traces briefly but adequately the historical development of the helicopter beginning with Leonardo da Vinci's plan for such a craft. (Presented by Shell Oil Company).

The Southern New England Regions New Industries - 13 min.

16 mm. sound, b & w, color - McGraw-Hill - Shows how the Southern New England region has developed into one of America's greatest industrial areas.

The American Museum of Natural History
Central Park West & 79th Street
New York, N. Y. 10024

Walt Disney's History of Aviation - 18 min. color, in full animation. An authentic documentary tracing the remarkable growth of the airplane from the sputtering little plane of the Wright Brothers in 1903 to the birth of our Super-sonic craft of today.

State of Connecticut
Department of Aeronautics
Brainard Field, Hartford, Conn.

Wings for Roger Windsock - 15 min. - b & w

Cartoon treatment depicting the importance of the air age and told through the eyes of a youngster, "Roger Windsock".

State of Connecticut
Department of Aeronautics
Brainard Field, Hartford, Conn.

Spacemobile - 16 mm. color, sound, 45½ min.

This film discusses the history of rocket design from ancient times through the Saturn rocket to be used for Project Apollo and covers other National Aeronautics and Space Administration projects, both manned and unmanned. Many fundamental scientific principles are explained by simple demonstrations and in easily understood language. The borrower pays the return postage and insurance.

National Aeronautics and Space Administrations
Washington, D. C. 20546

Beyond the Speed of Sound - 16 mm., color, sound, 19 min.

This film discusses and illustrates the behavior of Supersonic air flow and shows how problems of Supersonic flight are being overcome through advanced design techniques and innovations such as vertical take off and movable wings. The borrower pays the return postage.

Shell Oil Company
Film Library
450 North Meridian Street
Indianapolis, Indiana 46204

Books and Pamphlets

Connecticut Takes Stock for Action

Connecticut Resources Bulletins (1,2)

Connecticut Industry, Key To Prosperity

Your Future in Connecticut Industry

Facts about Connecticut, the State and its People.

OCCUPATIONAL GROUP LISTING

Occ. Group #	Title
	MACHINING OCC. GROUPS
01	Drill Press Operators
02	Milling Machine Operators
03	Turret Lathe Operators
04	Engine Lathe Operators
05	Machinists & Bench Mechanics
06	Jig Bore & Boring Mill Operators
07	Grinders
08	Cutter Grinders
09	Spar Millers
10	Drive Shaft Finishers
	ASSEMBLING-FITTING-INSTALLING OCC. GROUPS
12	Aircraft Assemblers
13	Riveters
14	Machined Parts Assembler
15	Aircraft Installers
16	Aircraft Service Mechanics
17	Plumbing Fabricators
18	Experimental Mechanics
19	Line Servicemen
20	Turbine Mechanics
	SYSTEMS MECHANICS OCC. GROUPS
22	Electrical Assemblers
23	Electrical Installers
24	Electronic Test Inspectors
25	Servo Mechanics
26	Inspection Test Mechanics
27	Hydraulic Mechanics
	METAL WORKING & FORMING OCC. GROUPS
29	Metal Spinners
30	Sheet Metal Workers
31	Sheet Metal Machine Operators
32	Aircraft Welders
33	Spot Welders
34	Router Operators
35	Mechanical Press Operators
36	Stretch Press Operators
37	Forming Press Operators
38	Blade Workers Assembly
39	Blade Bonders
40	Blade Spar Workers
	TOOL MAKING OCC. GROUPS
41	Jig Builders
42	Template & Plaster Pattern Makers
43	Tool Makers
	METAL PROCESSING OCC. GROUPS
45	Heat Treaters
46	Chemical Processors
47	Processing Operators
48	Aircraft Painters
	INSPECTION OCC. GROUPS
50	Machined Parts Inspectors
51	Sheet Metal Inspectors
52	Airframe Assembly Inspectors
53	Machined Parts Assembly Insp.
54	Shipping/Receiving Inspectors
55	Process Inspectors
56	Tool & Template Inspectors
57	Blade Inspector
58	Metallurgical Inspectors
59	Electrical/Electronic Insp.
	WOOD-PLASTIC-GLASS-FABRIC Wkrs
62	Plastic Workers
63	Glass Installers
64	Woodworkers-Patterns-Mock-ups
65	Carpenters
66	Fabric Workers
	MATERIALS HANDLING & STORING
68	Vehicle Operators
69	Crib Attendants
70	Dispatchers & Stock Chasers
71	Shippers
72	Receivers
73	Stockmen
74	File & Miscellaneous Attendants
	TRADESMEN OCC. GROUPS
78	Machine Repairers
79	Millwrights
80	Painters Maintenance
81	General Maintenance Workers
82	Powerhouse Operators
83	Electricians Maintenance
84	Plumbers Maintenance
85	Refrigeration Mechanics
86	Vehicle Mechanics
87	Electronics Repairman
	EXCLUDED NON-PRODUCTION
90	Leadman
91	Clerk Typists
92	Clerical
93	Firemen and Guards
94	Trainees and Apprentices
95	Electronics Tech.Engr.Test
96	Hydraulic Tech.Engr.Test Lab
97	Technicians Engr. Test Lab
98	Timekeepers
99	Miscellaneous Excluded

Testing Your Interests

How can you know if you are suited to this occupation? Ask yourself these questions. If you answer "yes" to most of them and the job sounds interesting to you, it would be a good idea for you to look into this vocation further as a possible career.

1. Are you near the top of your class scholastically?
2. Are you good at science and mathematics?
3. Do you like working with objects rather than with people?
4. Are you creative and imaginative?
5. Can you organize your work?

Questionnaire for students grades 4-6

1. I think everyone in America should work YES___NO___
2. We took a lot of field trips this year which helped me learn about different jobs. YES___NO___
3. I liked the part of school where we talked about jobs. YES___NO___
4. The movies we saw about jobs were good. YES___NO___
5. I have talked a lot to my parents about jobs. YES___NO___
6. I learned a lot about the work that people do this year. YES___NO___
7. My teachers helped me learn that reading, arithmetic, science and social studies are important in getting ready for a job. YES___NO___

When I grow up I want to be a _____

Evaluation

What careers does the Aviation Industry suggest?

Is this work you think you would like? Why?

List the speaker you enjoyed most and why.

Compare an actual picture of a model of a helicopter and a child's concept of it.

Name all jobs you remember that make the Aircraft Industry.

THE CLOTHING INDUSTRY
Grade 4

Goals

1. To help students become aware of clothing industry career opportunities.

2. To help students realize that there are numerous careers for all kinds of people who have wildly different skills and interests in this industry.

Behavioral Objectives

1. This fourth grade class will be able to list and identify clothing industry personnel.

2. These students will be able to describe the qualifications for several clothing industry occupations.

3. These fourth grade students will be able to role-play and simulate several clothing industry careers.

4. These fourth grade students will collect pictures, illustrations, information and compile it into individual scrapbooks.

Job Titles in Clothing Industry

1. Designing room occupations

   a. Designer
   b. Sampler stitcher
   c. Pattern maker
   d. Pattern grader

2. Cutting room occupations

   a. Hand spreaders
   b. Machine spreaders
   c. Markers
   d. Cutter
   e. Assemblers (bundles or fitters)

3. Sewing room occupations

   a. Sewing machine operators
      1. Hand sewers
      2. Material handlers (floor boys or floor girls)
   b. Inspectors and checkers
   c. Trimmer - hand
      (thread trimmers & cleaners)
      (in-process inspection)

4. Tailoring occupations

   a. Tailors and dressmakers
   b. Bushelmen

5. Pressing occupations

   a. Pressers
      1. Underpressers
      2. Finish pressers
   b. Collar pointer

6. Fur Shop occupations

   a. Fur cutter
   b. Fur machine operators
   c. Fur nailer
   d. Fur finisher

7. Administrative, Sales, and Maintenance occupations

   a. Production manager
   b. Industrial engineer
   c. Clerks
   d. Bookkeepers
   e. Stenographers
   f. Office workers
      1. Payroll
      2. Invoices
      3. Records
      4. Paperwork

   g. Computers
      1. Keypunch operators
      2. Computer programers and operators
      3. Systems analysts

   h. Salesmen
      1. Purchasing agents
      2. Models
      3. Credit managers
      4. Accountants
      5. Sewing machine mechanics

Tasks Involved in Specific Job

Designer

1. Creates original designs for new types and styles of apparel.

2. Designing room - indoors
   a. In separate area away from main sewing and pressing operations.

3. Ideas from various areas

   a. Museums
   b. Libraries
   c. Art galleries
   d. Major fashion centers in the U.S.A.

4. Creative ability

   a. Knowledge of fabrics, trims, colors
   b. Education
      1. Basic high school education
      2. Schools of design
      3. Vocational schools for designing, tailoring, sewing
      4. Apprenticeship in dress manufacturing plants.

   c. Personal qualities
      1. Skill
      2. Individual artistic talent
      3. Judgement

5. Salaries and fringe benefits

6. Possibilities for future advancement
   1. Must produce satisfactory number of successful styles during a season.

Activities

1. Simulate real-life working situations

2. Class discussion

3. Information gathering -- parents, friends, newspaper.

4. Library research

5. Field trips to -- designing and cutting

6. Mural--showing a piece of apparel from designing board to finished product.

7. Dioramas--showing different aspects of apparel industry.

8. Posters--vocabulary lists of major words used in the business career.

9. Have children (some) design and perhaps sew something original -- aprons, etc.

10. Have children design their own wardrobe -- make a booklet using collage approach -- material, trim, magazine, pictures, etc.

Field Trips

1. I. & J. Dress Company, 303 Housatonic Avenue
2. M. & S. Sportswear, 1404 Barnum Avenue, Stratford
3. Maybelle Dress Co., 1508 Main Street
4. Seaside Blouse, 27 Harrison Street
5. Levine Coat Company, 27 Harrison Street
6. Warnaco, Inc., 325 Lafayette Street
7. Orange Coat Co., 40 Cowles Street
8. American Fabrics, 1069 Connecticut Avenue
9. Peter Pan Swimwear, 226 Cheery Street
10. Princess Pat, 226 Cherry Street

Resources

1. Occupational Outlook Handbook, 1972-73 edition
   U.S. Dept of Labor Bulletin 1700
2. Occupational Outlook Reprint Series
   Bulletin no. 118 - "Apparel Industry" $ .15
3. Information can be obtained from sources
   a. Amalgamated Clothing Workers of America
      15 Union Square, N.Y., N.Y., 10003
   b. American Apparel Manufacturers Association, Inc.
      2000 K Street, N.W., Washington,D. C. 20006
   c. Associated Fur Manufacturers, Inc.
      101 West 30th Street, N.Y., N.Y., 10001
   d. Clothing Manufacturers Association of U.S.A.
      135 West 50th Street, N.Y., N.Y., 10020
   e. National Outerwear and Sportswear Assoc., Inc.
      347 Fifth Avenue., N.Y., N.Y., 10016
   f. International Ladies' Garment Workers' Union
      1710 Broadway, N.Y., N.Y., 10019
   g. United Garment Workers of America
      31 Union Square, N.Y., N.Y., 10003

h. International Association of Clothing Designers
12 South 12th Street, Philadelphia, Pa., 19107

i. National Board of the Coat and Suit Industry
450 Seventh Avenue, N.Y., N.Y. 10001

j. National Dress Manufacturer's Association, Inc.
570 Seventh Ave., N.Y., N.Y., 10018

Filmstrips

1. How American Is Clothed - Eye Gate House, Inc.

2. Opportunities In Sales and Merchandising - Sterling Educational Films, Inc.

3. Moving Goods for People In The City - SVE - Picture story study print.

Books

1. How We Get Our Cloth, Edith McCall, Benefic Press, Chicago, 1964

2. You Visit A Clothing Factory - Leonard Meshover, Benefic Press, Chicago, 1970

3. I Want To Be A Storekeeper, Carla Green - Children's Press, Chicago, 1972

4. I Want To Be A Salesclerk, Eugene Baker - Children's Press, Chicago, 1971

MANUFACTURING

Grade 5
Unit 1

Goals:

1. Each student will show an appreciation of the contributions manufacturing makes to industry.

2. To make students aware of the types of job in factories and the training required for them.

3. Each student will tell how manufacturing affects the welfare of society.

4. Have students become aware that manufacturing is found in certain areas.

Behavioral Objectives:

1. Can successfully define manufacturing and terms such as: Natural resources, raw materials, finished product, hydro-electric power, mass production, assembly line, markets, transportation, warehouse, automation.

2. Can chart the breakdown of jobs involved in a factory as to (a) officers of a company, (b) staff accountants, (c) manufacturing staff.

3. Shows an awareness of society's dependence on manufacturing for jobs and products.

4. Shows an awareness of the necessity of controls on manufacturing to conserve our natural resources.

5. Can identify and locate manufacturing regions on a map.

Activities

1. Use a dictionary or research materials for term definitions.

2. Skim the social studies text for terms and their definitions.

3. Look through newspaper want ads for job opportunities in manufacturing.

4. Plan a field trip to a factory to learn about the workers, (have students make questions to be answered on the trip, take pictures, use a tape recorder, have follow-up reports, group discussions, role-playing).

5. Take a product and trace it from the raw material through manufacturing to the consumer.

6. Look for pictures illustrating things made by hand and compare with modern methods of production (colonial vs. modern)

7. Set up a class company making puppets, flowers, etc. (have the students plan for the needed raw materials, assign jobs on an assembly line basis, display a chart of the complete process involved in producing the finished product).

8. Have people in the area of manufacturing speak to the class (have the students research the type of occupation to be discussed beforehand, use the tape recorder, take pictures).

9. Write to the Chamber of Commerce to find information on state and local industries.

10. Have individual or group projects on the in-depth study of a particular industry.

11. Write to the Environmental Control Agency for information on anti-pollution controls in industry, (note new jobs created in this new field of study).

12. Plan a science conservation study.

13. Make a textile chart and label it as to its origin and the process used to convert from the raw material to the finished product.

AGRICULTURE

Grade 5
Unit 11

Goals:

1. Can successfully define "agriculture" and general terms used in this field.
2. Can locate the geographical locations conducive to farming.
3. To be aware of how agriculture affects our welfare.
4. To have a knowledge of the types of jobs in farming and the training required for them.
5. To have an awareness of the influence of inventions on agriculture.

Behavioral Objectives:

1. Can define agriculture and terms such as: growing season, climate, cultivating, irrigation, harvesting, fertilizer, fertile, breeding, livestock, poultry, dairy, crop rotation, contour plowing, truck farming, mixed farming, ranching.
2. Is able to locate farming regions on a map and specify the types of farming and crops in each region.
3. Can recall at least two inventions which had a great impact on agriculture.
4. Can discuss two kinds of farming and the jobs involved in each.
5. Can discuss society's dependence on agriculture and the farmer's responsibility to conserve the land.

Activities

1. Use the dictionary and other resource materials for term definitions.
2. Plan a field trip to a farm.
3. Have children set up a library table with information on farming.
4. List various types of farms and their products.
5. Divide the class into groups for researching (a) the kinds of farming machines used through the years, (b) farm products from farm to market (c) techniques of modern farming.

6. Investigate the origin of a farm product.

7. Start a small classroom garden.

8. Make a chart of crops grown in each state.

9. Make a chart of the parts of a plant.

10. Make studies of different types of soil, (list differences, send samples to the state laboratory).

11. Make a class chart tracing food from the farm to market.

12. Have children do research projects on the processing of various foods (canning, milling, homogenizing, pasteurizing).

13. Compile a list of food a family eats in a day. Investigate where the food was grown and how it reached the family, including the transportation and workers involved.

14. Make a class map of the United States. Cut out pictures of farmers and farm products and place in the correct areas.

15. Draw pictures illustrating the stock raising farms and the jobs associated with the preparation of meat for market.

16. Have the class interview a 4H member.

LUMBERING

Grade 5
Unit 111

Goals:

1. Can successfully define "lumbering" and the general terms used in this industry.

2. Can identify and locate the type of geographic locations conducive to the lumbering industry.

3. Can comment on how lumbering affects our welfare.

4. To be aware of the type of jobs involved in the lumbering industry and the training required for them.

5. Has an awareness about the conservation of natural resources and the prevention of forest fires.

Behavioral Objectives

1. Show an ability to difine"lumbering" and terms such as: sawmill, pulp, logging, timber line, lumberjack, fallers, tree farm.

2. Has the ability to locate lumber industry areas on a map.

3. Can list products from wood, such as paper.

4. Can discuss the importance of conservation of our national forests, (protecting them against forest fires, indescriminate cutting, disease, etc.)

5. Can describe some of the jobs involved in the lumbering industry.'

Activities

1. Role play a lumber company.
2. List jobs necessary to run a lumber company (owner, foreman, forest workers, office workers, yardmen, milling operation workers).
3. Make a picture exhibit on the story of lumbering.
4. Read Paul Bunyan. Have the children write their own tall tales.
5. Plan a science unit on tree conservation.
6. Have the class plant a tree.
7. Invite a forest ranger, carpenter, camp owner or lumber company representative to speak to the class.
8. Plan a field trip to a park (Osborne Dam in Derby) or a sawmill (Newtown).

9. Make reports or exhibits on how paper is made.
10. Trace a wood product from origin to consumer.
11. Make posters illustrating the workers in forest conservation, tree planting and insect control.
12. Conservation activity: make a before and after diorama or poster showing how fire affects our forest.
13. Collect pictures of booklets on the many items made from wood.
14. Research work on the recycling of wood: charcoal, wood chips, sawdust, etc.
15. Make balsam wood model airplanes.

FISHING

Grade 5
Unit IV

Goals

1. Can successfully define the general terms used in the fishing industry.
2. Has the ability to identify and locate geographical locations conducive to the various types of fishing.
3. To be aware of the types of jobs in fishing and the kinds of equipment needed.
4. Has the ability to discuss how the fishing industry affects our welfare.

Behavioral Objectives

1. Can define such terms used in the fishing industry such as: fishing vessel, trawler, lobster pot, school of fish, natural resources, refrigeration, net, electronic equipment for finding schools, names of fish, etc.
2. Can locate various fishing areas on a map.
3. Shows an awareness of society's dependence on the fishing industry by writing a story showing the dependency.
4. Can describe some of the jobs involved in the fishing industry.

Activities

1. Set up a classroom aquarium.
2. Develop a science unit on water pollution.
3. Write to the Chamber of Commerce about the various states' fishing industries.
4. Classroom discussion on the personal fishing experiences of the students including their equipment, the types of fish caught in different areas, the cleaning of the fish, etc.
5. Plan a field trip to an area fishing operation.
6. Discuss commercial fishing and the equipment used in large catches .
7. Dissect a fish.
8. Bring labels from fish products. Make a chart or map of the origin of each kind of fish.
9. Compose a class booklet on the workers and their jobs in the fishing industry. Use illustrations and job descriptions.
10. In a study of the Eskimos, discuss their dependence on fishing.
11. Study the uses of the entire fish: caviar, oils, bones, etc.
12. A representative from the oyster plant in Milford might speak to the class.
13. Plan a visit to a local fish market.
14. Make a class chart or map on the locations of major fishing industries around the country and/or the world.
15. Plan a study of how fish are canned and processed.

MINING

Grade 5
Unit V

Goals:

1. Can successfully define mining and the general terms used in this industry.
2. To be aware of the types of jobs in mining and the training required for them.
3. To identify the type of geographic location conducive to the various types of mining.
4. To realize the importance of mining in industry.
5. To have an ability to make comments on the conservation of natural resources.

Behavioral Objectives

1. Shows the ability to define mining and terms such as: shaft, open pit, quarry, coal (anthracite, bituminous), strip mining, refining, ore, petroleum, tankers, derrick, crude oil.
2. Can identify and locate the geographical locations of various mining areas on a map.
3. Can identify products from each mineral resource.
4. Shows a basic knowledge of iron and steel production and oil processing by having a panel discussion.
5. Can discuss the use and misuse of natural resources and their effects on the environment.

Activities

1. Use the dictionary and other resource materials for term definitions.
2. Make illustrations of the types of mines (shaft, open pit). List and discuss the advantages of each.
3. Make lists and/or pictures of various mining tools.
4. Have children do a research project on the origin of coal.
5. Do comparative studies of the uses of coal vs. oil and gas vs. oil.
6. Have a representative from an oil company speak to the class.
7. Make a list of the different kinds of jobs involved in the different kinds of mining.
8. Discuss the various types of transportation involved in the processing of minerals.
9. Find newspaper articles concerned with mining, oil slicks, tankers, strip mining.
10. Write to an oil or mining company or an oil or gas refining company for information.

11. Science demonstration: burn a candle and observe the soot.

12. Have a debate on the pros and cons of some topic related to mining: the hazards of the jobs, strip mining, off-shore drilling, oil pollution, etc.

13. Set up a library table and/or display of minerals, mining, etc.

14. Make a list of all the workers involved in a specific mining area.

15. Make clay or papier mache models of mines or mining activities.

AUDIO-VISUAL MATERIALS
Materials Center
Career Education
Shelton School

1. Adventures in Self Discovery

1. Our Class Works Together, Coronet Instructional Films, #1559
2. Beginning Responsibility: Other People's Things, Coronet Instructional Film, #929.
3. Beginning Responsibility: Taking Care of Things, Coronet Instructional Film. #568.
4. The Wonderful World of Work. #6001, #6002, #6005 FS.
5. Count on Me. by Franco and Rosen (Book)
6. You and Your Needs by Stanek and Munson. Book.
7. How Rules and Laws Help Us. Stanek (Book)
8. Around You. Hayes (Book)
9. Self Development: Awareness. SRA Kit, Stage One
10. Self Development: Responding, SRA kit, Stage Two

2. Manufacturing

1. Major Industries Today. FS
2. Traveling In and Out of Our City, Coronet (4 FS, 2Records)
3. Old Sturbridge and Mystic Seaport, SVE FS.
4. The Wonderful World of Work, #6001, #6002, #6005 F.S.
5. The Fascinating World of Sales. National Career Consultants. FS
6. Automobiles for Millions, Eye Gate, FS.
7. The Fascinating World of Mechanics. 1FS, 1 Cassette
8. Other New England Industries. FS
9. How America is Clothed. Eye Gate. FS
10. Distributive Occupations. FS.
11. Office Occupations. FS
12. Other Industries and Products. EyeGate. FS
13. Other Industries and Products of the Southwest. FS
14. Americans at Work. Davis and Blough
15. How We Travel on Water
16. How We Travel on Land
17. You Visit a Dairy Clothing Factory. L. Meshover
18. I Want to be a Sales Clerk. E. Baker
19. I Want to be a Secretary. E. Baker
20. You Visit a Spaghetti Factory, Bakery. L. Meshover
21. How We Get Our Cloth. McCall, E.
22. Come to Work With Us in a Toy Factory. Wilkinson, J. & N.
23. Everyday Economics Level 5. Transparencies and duplicating masters teach understanding and interdependence of Land, Labor and Capitol in relation to the five major industries in the United States.
24. Moving Goods for People in the City, SVE story prints w/ record
25. How People Travel in the City, SVE story prints with record.

3. Agriculture

1. Agriculture. Eye Gate. FS.
2. Agriculture in the North Central States. Eye Gate. FS.
3. Agriculture in the Southwest. Eye Gate. FS.
4. Mining and Grazing. Eye Gate. FS.
5. Texas: Land of Cattle and Oil. SVE. FS.
6. Douglas, Wyoming Ranch Community. SVE. FS.
7. I Want to be a Dairy Farmer. Greene, Carla/
8. You Visit a A Dairy, Clothing Factory. Meshover, L.
9. Come to Work with us in a Dairy. Wilkinson.
10. At the Dairy. Hastings
11. Natural Resources
12. Ecology: Nature and Needs. AEP Ecology Program. Xerox
13. Dairy Helpers. SVE study prints.

4. Fishing
1. Lumbering and Fishing. Eye Gate. FS
2. The Fishing Industry. Eye Gate. FS
3. Commercial Fishing. Eye Gate. FS
4. Rockland, Maine: Coastal Communities. SVE. FS.

5. Lumbering
1. Lumbering. Eye Gate. FS
2. Lumbering and Fishing. Eye Gate. FS
3. Building for Millions. Eye Gate. FS
4. The Nations Builders
5. I Want to be an Architect. Baker, E.

6. Mining
1. Mining and Grazing. Eye Gate. FS.
2. Texas: Land of Cattle and Oil. SVE. FS.
3. Coal Mining: Eye Gate. FS.
4. Iron and Steel. Eye Gate. FS.
5. I Want to be a Coal Miner. Greene, Carla

7. Reference Material

1. Occupational Outlook Handbook 1972-'73 Edition. U. S. Department of Labor, Bureau of Labor Statistics. (Gives good job descriptions and addresses that the students can write to for extra information)

2. Career Education Resource Guide. General Learning Press.

Suggested Library Books

1. Lambert, Laurie & David. The Wonderful World of Transportation. Garden City, Garden City Book. 1960

2. Elting, Mary. Machines at Work. Garden City. N. Y. G.C.B.1953.

3. Ipcar, Dahlov. Ten Big Farms. Alfred Knopf, Inc. N.Y. 1958

4. Buehr, Walter. Oil: Today's Black Magic. William Morros, N.Y.1958

5. Schneider, Herman & Nina. Rocks, Rivers & Changing Earth. Scott, New York., 1952.

6. Shilstone, Beatrice. The First Book of Oil. Franklin Watts. New York. 1969

7. Mason, Beverly. Your Country and Mine. Ginn & Co. 1969 (text)

8. Jennings, Jerry. The Northwest. Fideler Co. 1967.

Suggested Field Trips

Dairy Farm - Dewhirst Dairy, Bridgeport.
Cloverleaf Dairy Co., Norwalk, Connecticut.
Hard Shell Fishing. Lordship, Bridgeport Harbor.
Norwalk Oyster Co., Norwalk, Connecticut.
Fisherman's Wharf, Stratford Avenue., Bridgeport, Connecticut.
Burritt Lumber Co., Stratford, Connecticut.
City Lumber Co., Bridgeport, Connecticut.
West End Lumber Co., Bridgeport, Connecticut.
Connecticut Light and Power, Pollution Control.
Shell Company, Oil Exploration, Stratford, Connecticut.
Old Iron Quarry. (Above Beardsley Park)
Mystic Seaport, Groton, Connecticut.
McDermott Chevrolet, Auto bodywork, Bridgeport, Connecticut.
Bullard-Havens Technical School, auto bodywork, Bridgeport, Connecticut
Bic Pen, Waterbury, Connecticut.
Peter Paul Mounds, Norwalk, Connecticut.
Local factories as contacted.

GRADE 6

The following five clusters will be studied in Grade 6:

1. Construction
2. Manufacturing
3. Transportation
4. Marine Science
5. Communication and Media

GOALS: To develop awareness of the many and varied potentials in the above five career clusters by having the student develop:

a. An awareness of his own potential and interests.
b. Develop a sensitivity and respect for the worth of every individual.
c. Recognize a need for change.
d. Recognize the importance of cooperation.

A. Construction

1. The specific job titles:

Estimator	Mason
Carpenter	Painter
Plumber	Architecture
Electrician	Foreman
Crane Operator	Glazer

2. Tasks involved in the specific job:

a. What does the worker do?
b. Where does he do the job?

3. Equipment and materials for specific job.

4. Requirements needed for specific job.

a. Special skills
b. Union membership
c. Special tools

5. The salaries and fringe benefits of the specific job.

6. Possibilities for future advancement.

BEHAVIORAL OBJECTIVES:

1. Have students select two areas of the construction industry that interest them.

2. Have students list the tasks, requirements, equipment and materials, salaries, benefits and possibilities for advancement of each area selected.

3. Have students write or tape a story about a worker in one of the areas of the construction industry, using cooperation as the main theme.

4. Have students make a chart showing how a selected job has changed during the last 100 years.

ACTIVITIES:

Interview

Role-playing

On-the-job visitation

Making posters, charts, murals, dioramas, etc.

Making tapes

Model making

Library research

Visitation to construction areas

Oral or written reports

Make vocabulary list of related terms

Grade 6

Manufacturing

Unit 11

Goal

To help students appreciate the career opportunities available in manufacturing and possible future trends.

Behavioral Objectives

1. Students will be able to research a particular industrial plant and list the type of employees who work there. Ex.: G.E. or Remington Arms.

2. Students will be able to role-play situations.
   a. foreman - workers going on strike.
   b. foreman director, safety meetings.
   c. late employee and foreman.

1. The specific job titles

Foreman	Metalurgist
Assemblyman	Engineer
Tool Maker	Chemist
Plant Manager	Draftsman
Public Relations	Salesman
Personnel	

Foreman
Tasks Involved:

a. They supervise and coordinate the work of highly skilled and semi-skilled and unskilled workers.
b. They are responsible for equipment and materials.
c. They oversee workers in their various activities.
d. They interpret and communicate company policies to the workers.
e. They are responsible for the guidance and instruction of the worker to handle his assignment.
f. They prepare reports and participate in meeting.
g. They plan a schedule of work.
h. The foreman sees that safety rules and regulations are observed and they also communicate with union officials.

Requirements Needed

a. Experience and skills
b. Most foremen are high school graduates with technical training.

Grade 6

Manufacturing

c. The trend is for college background.
d. Leadership qualities.

Salaries and fringe benefits

a. Around $10,000 and up.
b. The position holds prestige and its more challenging and rewarding.

Activities

1. Set up assembly line - compare speed and efficiency.
2. Role-play interviews for manufacturing jobs.
3. On-job-visitations.
4. Mural making.
5. Have class produce a saleable product in assembly line fashion. (candles, Christmas ornaments, calenders.)

The students will design the product, decide the materials needed, advertising, etc.

Field trips

Chevy Plant in Tarrytown, N. Y.
Peter Paul Mound Company
Dictaphone Corporation

Speakers

General Electric
Remington Arms Company
Warnaco

TRANSPORTATION

Grade 6

Goal

To inform students about different career opportunities in the wide range of transportation.

Behavioral Objectives

1. Students will be able to identify the personnel necessary for the operations of several transportation facilities.
2. Students will be able to trace various means of transportation through the years.
3. Students will be able to write a composition about the necessity of transportation and its implications to daily living.

Specific Job Titles

Sea: Captain of luxury liner
Atomic Submarine employees
Licensed Merchant Marine officers

Air: Pilots
Airport Manager
Astronauts
Space/Defense Engineers

Land: Traffic Manager
Freight rate auditors
Track Supervisors

Example: Captain of Merchant Marine

1. Responsible for discipline and safety of ship, crew, cargo and passengers.
2. Sole representative of the ship's owner.
3. He arranges organization, assignments of duties for ship's operation, navigation and maintenance.

Requirements and Training Necessary

1. The person must be at least 21 years of age.
2. He must be a citizen of the United States.
3. They must pass U. S. physical health examination.
4. He must pass a comprehensive examination by the U. S. Coast Guard to be licensed.

5. Programs for Merchant Marine officers are available at Marine Academies -- Kings Point, New York, Massachusetts, California.

Where Does He Work?

1. All over the world.

Salaries and Fringe Benefits

1. Type of ship and his cargo determine salary.
2. Base pay is about $2,300 a month plus other remunerations.
3. Pensions are available.

Activities

1. Visit the harbor and interview dock employees.
2. Visit the Sea Venture when it docks in Bridgeport in October. Compare staff differences between this and cargo ships.
3. Read and research books about Merchant Marine occupations.
4. Students will research and draw a mural of ships past and present.

Field Trips

1. Sea Venture at Bridgeport Harbor
2. Trip to New York dock

Speakers

1. Harbormaster
2. Captain from an oil tanker.

Grade 6

Marine Science

Unit IV

Goal

To introduce and acquaint students with the variety of occupations and careers attainable in marine science.

Behavioral Objectives

1. Students will be able to list and differentiate between careers in life science, environmental science and physical science.
2. Students will be able to write a report about man's fight for control of the vital sea.
3. Students will develop individual projects about sea life.

Ex: 1. Compare sea animals with fresh water animals.
2. Study pollution problems of Long Island Sound.

Specific Job Titles:

Geologist
Biologist
Biochemist
Meteorologist
Oceanographer
Microbiologist
Life Scientist
Physical Scientist
Chemist
Limnologists
Marine technicians

Oceanographer

Tasks involved in specific job:

1. They study the ocean, its characteristics, movements, physical properties and plant and animal life.

2. They perform test, make observations, conduct surveys and experiments from ships or stationary platforms in the sea.

Requirements:

1. You must be a college graduate and to qualify for professional positions, you must have graduate work.
2. Oceanographers must travel extensively.
3. Same traits and characteristics as scientist are required.

Salaries and fringe benefits:

Minimum is $8,300 to $10,000 a year.

Salaries and fringe benefits - continued

2. Some salaries amount to $23,000.
3. The outlook is for very rapid growth. There is a great demand for these scientists.

Activities

1. Students will research pollution in Bridgeport waters and surrounding areas.
2. Students will read books about survival at sea. Role-play survival scenes.
3. Research future foods from the sea and write a composition on the topic.

Field trips

1. Ocean Fish Company - East Main Street, Bpt., Conn.
2. Bridgeport Harbor
3. Bridgeport Hydraulic Company
4. Marsh Tours

Resource Material

Filmstrips:
Commercial Fishing. Eye Gate House, Inc.
Rockland, Maine: Coastal Communities. SVE, Chicago, Illinois.
The Chesapeake Bay Area: A Case Study. SVE, Chicago, Illinois.
Ecology: Nature and Needs. An AEP Ecology Program. Xerox Corp. Ohio, 1971

Speakers:
Michael Aurelia - through Audobon Society
Joyce Shaw - Mill River Tour, Ex. 21
Professor Sommers - UB Marine Biology
Police Boat w/ tour harbor - mini trip (11)
Wes Menzel - UB
Coast Guard Auxiliary
Eleanor Epler - Salt Marsh Tours

What is the environment?
1. Natural
2. Man-made
3. Oyster Beds vs. starfish - Bill Ciarro.
4. Food Industry - Marine Biology
5. Department Fish, Game & Wildlife in Connecticut. "Careers"
6. Marine acquarium
7. Contact UB students
8. Mr. Novack - Pollution Control, City of Bridgeport

Films
Sea Gulls and Shore Life
Watershed

Grade 6

Communications

Unit IV

Goal:

To make students cognizant of the demands the technological society has for careers in the field of communications.

Behavioral Objectives

1. Students will be able to list all the various occupations in the large field of communication, such as: TV, radio, books, magazines, films, tapes, newspapers.
2. Students will be able to evaluate personal qualities needed for the occupations.
3. Students will appreciate the implications of mass communications in their daily living.

Specific Job Titles:

TV - Program Director
Radio - Broadcast technician
Newspaper - Sports Editor
Magazines - Writers
Films - Producer
Tapes - Audio-Visual Specialist
Books - Publisher Photographer
Reporter Disk Jockey

Example: Reporter

1. Tasks involved in specific job.
   a. Gather information on current events and use information to write stories.
   b. Interview people.
   c. Review public records.
   d. Attend news happenings
   e. They should do research and analize the news.

Requirements:

1. Must be college graduate with a degree in Journalism or Liberal Arts.
2. Reporters for special fields should have technical background.

Grade 6

Communications

3. Skill in typing is generally required.

Salaries and fringe benefits:

1. Minimum is $100 to $135 with no experience.
2. Experienced reporters average salaries' range from $170-$230.

Activities

1. Students can prepare some type of publication.
2. Students can research all different types of reporters.
3. Interview reporters from local publications.

Field Trips

Bridgeport Post Publishing Company
Altieri Press, Bridgeport, Connecticut
Conte, Westport, Connecticut

Grade 7

Hospitality and Recreation
Unit 1

Goals:

1. To help students become aware of career opportunities in the fields of hospitality and recreation.

2. To help students realize that there are numerous careers for all types of people in the areas of hospitality and recreation.

Behavioral Objectives:

1. Students will be able to list at least 10 careers in the field of hospitality and recreation.

2. Enumerate on their tasks and responsibilities.

3. Students will be able to role-play and simulate several of the careers.

Specific Job Titles

Hospitality

Hostess in restaurant
Airline hostess or steward
Public relations
Receptionist
Maitre'de
Managers, restaurants, etc.
Waitresses and waiters
Porters
Bartender
Busboy
Cook
Caterer (culinary arts)
Bakers
Maid
Butlers

Recreation

Swimming instructor
Playground leader (supervisor of outdoor, indoor)
Camp counselor
Camp director
Camp cook
Travel agent
Tour guide
Radio (announcer, newscaster)
Cruise director
Ski Instructor
Ski Patroler
Life guard
Pilots
Sports caster, sports writer
Sports equipment salesmen
Coaches
Greens keepers
Caddy
Golf pro
Forest ranger
YMCA YWCA Orgutt Boys Club
1. Director
2. Instructors
3. Coaches

Recreation - Continued

Airline representative	Projectionist
Weatherman	Usher
Airport controller	Ticket agent
Musicians	Actors and actresses
Umpire	Valet

B. Tasks Involved in the specific job:

1. What does the worker do?
2. Where does he train for the job and what amount of education is needed.
3. Where does he do the job?
4. Equipment and materials needed for specific job.
5. Requirements for specific job.
   a. Special skills
   b. Union member
   c. Extra training
   d. Personal qualities
   e. Educational requirements
6. Salaries and fringe benefits of the specific job.
7. Possibilities for future advancement.

Students will study and research each career, the qualifications and skills needed for these jobs. They will visit industries and agencies where people are employed in these occupations and interview workers in this field.

Example: Hotel Manager

1. Supervises operations of hotel and making them profitable.

Ass't. Manager
   a. Food service manager
   b. Sales manager - responsible for bringing business.

2. Trains at 4 years college course in hotel administration or junior colleges with special courses in hotel and motel work and the hotel and motel association while working on the job.

3. Personal Qualities - outgoing - likes people, gracious, diplomatic, personable, intelligent, friendly.

4. Salaries and Fringe Benefits - Starts approximately $8,000 to $50,000 depending upon experience and qualification. Lodging, food, parking, laundry and other services furnished by hotel for manager and family.

Ass't. Manager - Continued

5. Employment outlook - excellent for 1970's due to retirements, death and expansion.

Activities

1. Simulate real life working situations.
   a. Manager conducts staff meeting.
   b. Departmental meetings
   c. Check in guests
   d. Irate guest situation
2. Collages on hotels and motels
3. Tape record interviews with local hotel managers.
4. Check "Want Ads" for jobs.
5. Check telephone book for types of careers.

Field Trips

1. Sonesta Hotel
2. Stratfield Hotel
3. Holiday Inn
4. Ramada Inn

Speakers

1. County School representative
2. Roland Simard, manager of Stratfield Hotel
3. Hotel chef
4. Banquet chairman, Ted Baker

Audio-Visual Materials

Filmstrip - Robert and his Family SVE, Chicago, Illinois
" Flagstaff, Arizona: Service Communities SVE, Chacago, Ill.
" I Want to be a Football Player by Eugene Baker, Children's Press, Chicago, 1972

Vocabulary	establishment	competition	
recreation	waiter	valet	tactful
bellman	lifeguard	culinary	courteous
room service	sightseeing guide	tourist	desk clerk
chef	travel agent	red cap	elevator operator
motel	lodgings	athlete	manager
hotel	brochure	hospitality	reservation

Consumer and Homemaking

Grade 7

Unit-11

Goals:

1. To help students become aware of career opportunities in the fields of consumer and homemaking.

2. To help students realize that there are numerous careers for all types of people in the areas of consumer and homemaking.

Behavioral Objectives:

1. Students will be able to list at least ten careers in the field of consumer and homemaking.

2. Students should also be able to enumerate on their tasks and responsibilities.

3. Students will be able to role-play and simulate several of the careers.

A. Specific Job Titles

Consumer	Homemaking
1. Store manager	1. Home Economists
2. Cashier	2. Nutritionist
3. Salespeople	3. Home economic teacher
4. Stock Clerk	4. Maid
5. Meat cutter	5. Butler
6. Car dealers	6. Valet
7. Gas station operator	7. Housewife and mother
8. Cosmetologist	8. Director of Sonsumer Affairs
9. Furniture upholsterers	9. Dietician
10. Jewelers	10. Babysitter
11. Furriers	11. Governess
12. Pharmacists	12. Teacher
13. Bakers - cook, chefs	

Tasks Involved in specific job

1. What does the worker do?
2. Where does he train for the job and what amount of education is needed?
3. Where does he do the job?

Tasks involved - continued

4. Equipment and materials needed for specific job.
5. Requirements for specific job
   a. Special skills
   b. Union member
   c. Extra training
   d. Personal qualities
   e. Educational requirements

6. Salaries and fringe benefits of the specific job.
7. Possibilities for future advancement.

Students will study and research each career, the qualification and skills needed for these jobs. They will visit industries and agencies where people are employed in these occupations and interview workers in this field.

Example: Home Economist - Private business

1. What she does:
   a. Primary function is to improve products, services, and practices that affect comfort and well-being of family.

   b. Private businesses employ H. E. to promote use and care of specific home products.

   c. Research, test products, lectures and demonstrations.

2. Training and other qualifications.
   a. Bachelors degree in H. E.

   b. Masters needed for college teaching and certain research and supervisory positions.

3. Personal qualities - must be able to work with people of various living standards and backgrounds - capacity for leadership - good grooming - poise - interested in people.

4. Salaries and Fringe Benefits
   a. Starts at $6,800 to $17,000.
   b. Paid vacations, sick leave, retirement and insurance benefits.

5. Employment outlook - good for 1970's - in teaching and business as they become aware of need.

Grade 7
Unit 11

Activities

1. Role-playing - students demonstrate small electrical appliances.
2. Make advertisements for appliances.
3. Make dioramas to show assembly.
4. Make collages on appliances.
5. Reports of manufacturing appliances.
6. Movies and AV equipment.

AV Materials

Filmstrip - I Want to be a Homemaker by Carla Greene, Children's Press 1969

Filmstrip - Lumbering - Eyegate House Inc.

Filmstrip - The Wonderful World of Work - Home Economics

Field Trips

1. G. E.
2. Gas Company
3. U. I.
4. Peter Paul, Inc. Naugatuck
5. Continental Baking Company, Inc. New Haven

Speakers

1. Home economist from Welfare Department
2. Thomas Carroll - on preparing food
3. Home economist from Gas Company and U. I.
4. Barbara Dunn - Connecticut Office of Consumer Affairs

Vocabulary List

Consumer
Demonstration
Home economist
Nutritionist
Dietician
Caterer
Governess
Culinary arts
Appliance
Homemaking
Interior decoration
Calorie

Grade 7

Fine Arts and Humanities
Unit III

Goals

1. To help students become aware of career opportunities in the fields of fine arts and humanities.

2. To help students realize that there are numerous careers for all types of people in the areas of humanities and the fine arts.

Behavioral Objectives

1. Students will be able to list at least 10 careers in the fields of fine arts and humanities.

2. Students should also be able to enumerate on their tasks and responsibilities.

3. Students will be able to role-play and simulate several of the careers.

Specific Job Titles

Fine Arts

1. Actors and Actresses
2. Dancers
3. Musicians and Music Teachers
4. Singers
5. Commercial Artists
6. Industrial Designers
7. Interior Designers and Decorators
8. Producers
9. Directors
10. Choreographers

Humanities

1. Anthropologists
2. Economists
3. Geographers
4. Historians
5. Political Scientists
6. Sociologists
7. Educators
8. Linguists
9. Archeologists
10. Museum Curator

Tasks involved in Specific Job

1. What does the worker do?
2. Where does he train for the job and what amount of education is needed?
3. Where does he do the job?
4. Equipment and materials needed for specific job.
5. Requirements for specific job
   a. specific skills
   b. personal qualities
   c. educational requirements

Tasks involved - continued

6. Salaries and fringe benefits

7. Possibilities for future advancement.

Students will study and research each career, the qualifications and skills needed for these jobs. They will visit theaters and interview people in the field.

Example: Actor

1. Audition for role- if he makes it he must then learn and memorize the script, then he must perform.

2. Training - as much experience as possible. One desiring this field should participate high school and college plays and little theaters in the community, such as Polka Dot Playhouse. Formal training is obtained in special schools of the dramatic arts located in New York and in over 500 colleges throughout the country.

3. Personal Qualities - patience and total committment, good memory, stamina, talent and creative ability, poise, stage presence, aggressiveness.

4. Salaries and working conditions
   a. Actors belong to Screen Actors Guild, Inc.
   b. In TV they belong to American Federation of Television and Radio Artists.
   c. Each actor enters into a separate contract.
   d. Minimum salary for a Broadway Play is $165.00 a week. Off-Broadway $75.00. On the road $220.00.
   e. Motion Picture Actor - $120.00 a day, minimum.
   f. TV actor - $180.00 for a single ½ hour show including 10 hours rehearsal.
   g. Pension Fund, Hospitalization Insurance and sick leave. No unemployment compensation.

5. Employment Outlook - overcrowded.

Activities

1. Students will write, produce, direct and put on a play.
2. Collages on actors and actresses.
3. Students will put on radio show over Public Address system in school.

Unit 111

Activities - Continued - Grade 7

4. Reports on different fields of the theatre - also reports on their favorite actor or actress.

5. Interview Conductor of Connecticut Youth Symphony.

Field Trips

1. Connecticut School of Broadcasting - Stratford
2. Westport Country Playhouse
3. Shakespeare Theatre
4. Polka Dot Playhouse
5. Longwharf Theatre

Speakers

1. Conductor of Connecticut Youth Symphony or Bridgeport Symphony
2. Scenery Director at Shakespeare.
3. Representative from Polka Dot Playhouse

Vocabulary List

1. choreographer
2. auditions
3. script
4. drama
5. comedy
6. humanities
7. producer
8. director
9. culture
10. sculpture
11. fine arts
12. fringe benefits
13. stamina
14. poise
15. agressiveness
16. stage presence

Grade 7

Marketing and Distribution

Unit IV

Goals

1. To help students become aware of career opportunities in the fields of marketing and distribution.

2. To help students realize that there are numerous careers for all types of people in the areas of marketing and distribution.

Behavioral Objectives

1. Students will be able to list at least ten careers in the field of marketing and distribution.

2. Students will also enumerate on their tasks and responsibilities.

3. Students will be able to role play and simulate several of the careers.

Job Titles

1. Fisherman
2. Lumberjack
3. Milkman
4. Salesman
5. Store keeper
6. Truck Driver
7. Accountant
8. Buyer
9. Comparative Shopper
10. Marketing Analyst
11. Advertising Worker

Tasks Involved in the Specific Job

1. What does the worker do?
2. Where does he train for the job and what amount of education is needed.
3. Where does he do the job?
4. Equipment and materials needed for specific job.
5. Requirements for specific job.
   a. special skills
   b. union member
   c. extra training
   d. personal qualities
   e. education requirements
6. Salaries and fringe benefits of the specific job.
7. Possibilities for future advancement.

Unit IV

Students will study and research each career, the qualifications and skills needed for these jobs. They will visit industries and agencies where people are employed in these occupations and interview workers in this field.

Example: Accountant

1. Accountants compile and analyse business records and prepare financial reports, such as, profit and loss statements, balance sheets, cost studies, and tax reports.

2. Training is obtained in a 4 year college, junior college, accounting and private business school, or correspondence schools. A bachelor's degree is an increasing asset and may be a requirement for better positions.

Previous experience may be of great value in acquiring employment.

3. Personal Qualities: intelligent, ability for figures, able to spend hours in up-to-date research - reading.

4. Salaries and Fringe Benefits: Begin at $8,500 - experienced up to $23,000. 10% higher for CPA Certificate.

5. Employment Outlook - Rapid expansion in 1970's - opportunities are excellent - need for junior accountants, decreasing due to computers.

Activities

1. Compare prices from different stores through the newspaper.
2. Write advertisements for products.
3. Make collages on products.
4. Interview Al Kirstein of Better Business Bureau and also a representative of the Chamber of Commerce.
5. Run a candy sale - make advertisements, keep business records, and have profits go to the school.

Field Trips

1. Data Processing Center - Fairfield
2. Meyer Dan Lines Warehouse
3. Hudson Banner Compa[illegible]
4. Warnaco, Inc., Bpt.
5. International Business Machines Corp., Hartford
6. Sears and Roebuck
7. Chevrolet Factory, Tarrytown, N. Y.

Unit IV

Audio Visual Filmstrips

Commercial Fishing - Eye Gate House
The Fishing Industries - Eye Gate House
Lumbering and Fishing - Eye Gate House
The Milk Man - McGraw-Hill Inc.
The Fascinating World of Sales - National Career Consultants, Inc.
The Fascinating World of Accounting - National Career Consultants, Inc.
The Wonderful World of Work #60003 - Denoyer & Geppert
I Want to be a Storekeeper by Carla Greene, Childrens Press
I Want to be a Truck Driver by Carla Greene, Childrens Press, Chicago, 1958

Movie

Opportunities in Sales and Merchandising - Sterling Educational Films, Inc.

Vocabulary List

1. accountant
2. comparative
3. marketing
4. distribution
5. advertising
6. buyer
7. bookkeeper
8. liability
9. asset
10. debit
11. credit
12. financial
13. profit

Grade 7

Environment

Goals

1. To help students become aware of career opportunities in the field of environment.

2. To help students realize that there are numerous careers for all types of people in the area of environment.

Behavioral Objectives

1. Students will be able to list at least ten careers in the field of environment.

2. Students will also be able to enumerate on their tasks and responsibilities.

3. Students will be able to role-play and simulate several of the careers.

Job Titles

1. Engineers
2. Chemists
3. Pollution Control Director
4. Meteorologists
5. Geophysicists
6. Environmental Engineer
7. Geologist
8. Oceanographers
9. Sanitation Engineer
10. Range Manager
11. Botanist
12. Ecologists
13. Zoologists
14. Landscape Architects
15. Pathologist
16. Bacteriologist
17. Agronomist

Tasks Involved in the Specific Job

1. What does the worker do?
2. Where does he train for the job and what amount of education is needed.
3. Where does he do the job?
4. Equipment and materials needed for specific job.

5. Requirements for specific job

   a. Special skills
   b. Union membership
   c. Extra training
   d. Personal qualities
   e. Educational requirements

6. Salaries and fringe benefits of the specific job.
7. Possibilities for future advancement.

Students will study and research each career, the qualifications and skills needed for these jobs. They will visit industries and agencies where people are employed in these occupations and interview workers in this field.

Example: Meteorologists

1. They interpret current weather information reported by observers in many parts of the world by radiosondes and weather satellites. They use their interpretations to make long and short term forecasts for specific areas.

2. Training -- A bachelor's degree is usually a minimum requirement for a beginning meteorologist. Also can receive training in armed forces. A two-year training program is needed for positions in a weather station.

3. Personal Qualities

   a. Scientific mind
   b. Must like research

4. Salaries

   a. A bachelor's degree starts at $8,200 to $10,200.
   b. A master's degree from $10,200 to $11,500.
   c. A Ph.D. from $13,100 to $14,200.

5. Employment Outlook

   a. Favorable
   b. Rapid growth expected

Activities

1. Make a list of vocabulary words in meteorology.
2. Make charts on latest weather instruments.
3. Make daily records of weather and broadcast on school P.A. system.

4. Make records of daily sunrise and sunset times.
5. Decoupage on weather.
6. Collect weather proverbs.
7. Compare weather around the world.

Field Trips

1. Weather Station in Stratford.
2. Trip to Bronx Zoo or Jungle Habitat.

Speakers

1. Elmer Travers, Bridgeport Weather Service
2. Walt Devanas, W I C C
3. Joe Boren, Pollution Control

Audio Visual

Self-Development: Awareness, S.R.A. Kit I
Science Research Associates, Inc., Chicago

Self-Development: Responding, S.R. A. Kit II
Science Research Associates, Inc., Chicago

This Earth -- The Wonder of Change
Guidance Associates, Inc.

Robert and His Family, S.V.E., Chicago

The Chesapeake Bay Area -- A Case Study, S.V.E., Chicago

Coal Mining -- Eye Gate House

The Fishing Industries -- Eye Gate House

Iron and Steel -- Eye Gate House

Ecology -- Nature and Needs, Xerox Corporation, 1971

Vocabulary List

1. ecology
2. pollution
3. environment
4. meteorologist
5. engineer
6. chemist
7. conservation
8. recycle
9. forester
10. botanist
11. zoologist
12. landscape
13. geophysicist
14. geology
15. agronomist

Public Service Course

Grade 8

The Public Services course presented here is a mini course for Grade 8 students in Career Education classes.

The course offers a variety of activities related to public service workers. It attempts to give students an understanding of the importance and nature of the careers that serve them and their families.

Goal:

To develop awareness of the many and varied potential careers as public service workers in United States towns, cities, state and federal government, utility companies and other organizations.

Objectives

1. Students will be able to list and describe several occupations in the Public Service cluster.

2. Students will be able to list qualifications and educational requirements for each occupation in the cluster.

3. Students will understand the importance and essential role public service workers play in community life.

Specific Job Titles:

1. Policeman
2. Fireman
3. Sanitation Employees
4. Civil Service Employees
5. Public Health Nurse
6. Teachers
7. Librarian
8. Mailman
9. Lawyers
10. Clergyman
11. City Managers
12. Armed Forces Personnel

Students will study and research each career listed. They will visit public service workers at their place of employment when possible and interview them. Students will understand first-hand the wide range of abilities required for public service careers.

Example: Post Office Workers Tasks

1. City carriers deliver mail to homes, businesses, etc.
2. They collect mail from street boxes.
3. Mail clerks sort mail, sell stamps, register and insure mail and accept parcel post.

Where do they work?

1. Postal service employees work in the Post Office.
2. Men and women city carriers deliver mail on foot and with trucks every weekday in all kinds of weather.

Requirements

1. Must be citizens of the United States.
2. Must pass a Civil Service examination.
3. Must be at least 18 years of age or a high school graduate over 16.

Salaries and Fringe Benefits

1. Post Office Workers
2. Paid vacations
3. A pension fund
4. Job security

Activities

a. Organize a postal system with in the school area. Allow the student body to exchange messages for a week. Have students portray postal workers.

b. Have student prepare job description for postal careers.

c. Have students research the history of the United States Post Office.

d. Tape record interviews with mail carriers and other postal workers.

e. Make a bulletin board depicting all the facets of postal careers.

Field trips

1. Main Post Office
2. Mailing department of bank
3. Mail order department, Sears Roebuck or Montgomery Ward.
4. Mail room at City Hall.

Grade 8

Business and Office Careers

The business course presented here is a mini-course developed for grade 8 students in Career Education classes. It is to give students an understanding of career opportunities in the business world.

The course offers a variety of activities to suit the nature and characteristics of students at this level. The student can select individual and group projects that relate to career interests in business.

Goal

1. To help students become aware of business and office career opportunities.

2. To help students realize that there are numerous careers for all kinds of people in offices.

Behavioral Objectives:

1. Students will be able to list and identify business and office personnel.

2. Students will be able to describe the qualifications for several clerical occupations.

3. Students will be able to role-play and simulate several business careers.

A. Specific Job Titles

1. Office Manager
2. Receptionist
3. Clerk Typist
4. File Clerk
5. Stenographer
6. Legal Secretary
7. Key Punch Operator
8. Computer Operator
9. Bank Teller
10. Public Relations Personnel

B. Tasks Involved in the Specific Job

1. What does the worker do?
2. Where does he do the job?
3. Equipment and materials needed for specific job?

Tasks Involved - Continued - Grade 8

4. Requirements for specific job
   a. special skills'
   b. educational requirements
   c. special personal qualities

5. The salaries and fringe benefits of the specific job

6. Possibilities for future advancement

Students will study and research each career, the qualifications and skills needed for these jobs. They will visit industries and agencies where people are employed in these occupations. When possible, they will use machines and office equipment supervised by the teacher and interview workers in this field.

Example: Receptionist

1. Receptionists receive callers and direct them to their appointments in specific offices.
2. Receptionists arrange appointments.
3. The receptionists are sometimes required to run an switchboard and type.
4. Receptionists are often required to keep records of visitors and callers.

Where do they work?

1. Almost all office workers perform their duties indoors.
2. Almost all office workers are involved with working with other people.
3. They can work for doctors, lawyers, beauty shops, real estate offices, etc.

Requirements

1. Most office positions require a high school diploma or a skill.
2. Personal characteristics

   a. good appearance
   b. pleasant manner
   c. good voice

Salaries and Fringe Benefits

1. Average salaries of $92.00 a week.
2. Higher salaries for experienced workers.
3. Some Federal Government workers earn about $4,621 a year.

Activities

1. Simulate real-life working situations.

   a. real estate agency, credit bureau, bank, professional office (lawyer, doctor)

   b. have students develop telephone manners by role playing a receptionist's role.

   c. have students prepare job descriptions for office careers.

   d. invite speakers to demonstrate office skills to the class.

   e. poster making - vocabulary lists of major words used in the business careers.

   f. have students operate a school store.

   g. have students operate a lost and found department.

   h. have students plan and develop bulletin boards related to business and office occupations.

Field Trips

1. University of Bridgeport Computer Center
2. Bridgeport Brass Company offices
3. Shand Reporters School
4. Butler Business School
5. Connecticut Business Institute
6. County Schools

Career Bingo

Students prepare Bingo cards by filling up spaces with business and office careers - Teacher reads qualifications - Students cross off career that fit the description. (See next page for career bingo.)

CAREER BINGO

* Choose one space - write FREE in space

CLERK			
TYPIST			
COMPUTER OPERATOR			

Grade 8

The Personnel Service Career Cluster attempts to acquaint students with careers that provide services to the American people.

The unit stresses the need and importance of the careers and provides an opportunity for students to interview workers, role-play and research requirements of these occupations.

Goal: To develop awareness of the potential careers as personnel service workers.

Behavioral Objectives:

1. Students will be able to categorize and describe several occupations in the Personnel Service Cluster.

2. Students will be able to list qualifications and educational requirements for each occupation in the cluster.

3. Students will understand the importance and essential role personnel service workers play in community life.

4. Students will understand the personality requirements necessary for inter-personal relationships in personnel service careers by role-playing and simulating the careers.

Specific job titles to be studied in this unit:

1. Food

   a. Cooks and chefs
   b. Waiters and waitresses
   c. Bartenders

2. Building

   a. Chambermaids
   b. Janitors - custodians
   c. Elevator operators
   d. Protective service
   e. Policemen - detective
   f. Guards - watchmen
   g. Firemen
   h. FBI - special agents

Specific job titles: Continued .

3. Health Care, grooming, etc.

1. Barbers
2. Cosmetologists
3. Ski instructors'
4. Ushers
5. Hospital attendants
6. Social service aide
7. Models

Students will study and research each career. They will visit personnel service workers at their place of employment when possible. They will tape record interviews with the workers and select an occupation of their choice to do extensive research on that topic.

Example: Barbers

Tasks involved in the specific job.

1. Barbers give hair and scalp treatments, shaves, facial massages and shampoos.

2. Their main task is to cut hair to satisfy each customer.

3. Additional barbering services included hairstyling and coloring.

Where does he do the job?

1. There are approximately 180,000 barbers.

2. One half of all barbers own and operate their own shops.

3. Most barbers work in small shops. Others work in large shops in shopping centers, hotels or office buildings.

4. Some barbers work in combination barber and beauty shops.

5. Some barbers work for government agencies and hospitals.

Requirements for specific job.

1. A candidate must have graduated from a State approved barber school.

2. All states require a license.

Requirements - Continued

3. A barber must meet certain health requirements.

4. Usually be at least 16 (in some states 18) years old.

5. Almost all states require the beginner to take an examination for an apprentice license and after working 1 or 2 years as an apprentice, take a second examination for his license as a registered barber.

6. Barber training is offered in many public and private schools and a few vocational schools.

7. Courses usually last 6 to 11 months and include 1,000 to 2,000 hours of instruction.

8. The trainee studies:

a. Haircutting
b. Shaving
c. Massaging
d. Facial and scalp treatment
e. Under supervision, they practice these services on fellow students and customers in school "clinics".
f. Lectures on barber services and use and care of instruments.
g. Take courses in anatomy, sanitation, hygiene and learn how to recognize certain skin conditions.
h. Instruction is given in salesmanship and general business practices.

Personal Characteristics

1. Dealing with customers requires patience and better-than-average disposition.

2. Good health and stamina, most barbers stand all day.

Salaries and Fringe Benefits

1. Barbers receive income from commissions or wages and from tips.

2. Weekly earnings range between $150.00 and $175.00.

3. Earnings depend on the size and location of the shop customers' income levels and tipping habits and competition from other barbershops, and the barber's skill at his trade.

Salaries and Fringe Benefits - Continued

4. Most barbers work 40 hours a week. A barber may do many customers during peak hours on Saturdays.

5. Some barbers are now requiring appointments to regulate their working hours.

6. Under some union contracts, barbers receive 1 or 2 weeks paid vacations, insurance, and medical benefits.

Activities

1. Have students collect pictures of a variety of hairstyles.
2. Make a poster listing requirements for becoming a barber.
3. Have students research the history of barbering in the United States.
4. Have students make a display of barbering equipment past and present.
5. Have students interview barbers in their neighborhood and tape record these interviews.
6. Collect information from newspapers, magazines and encyclopedias.
7. Have students develop ads advertising a new shop in the area.
8. Survey barbers to find out if the long-hair fashion for men has affected their occupations.
9. Role-play situations between customers and barbers.

Speakers

1. Local barber
2. Instructor from the barber school
3. Official from State License Board

Field Trips

Bullard Havens - visit a local barber shop

Vocabulary

Style	Facial	Massage	Treatment
Shampoo	Sanitation	Dryer	Manicure
Razor	Scalp	Apprentice	Clinic
Hygiene	Dandruff	Hair Transplant	Toupee

C A R E E R E D U C A T I O N

S T U D Y U N I T

BRIDGEPORT'S EXEMPLARY PROJECT

IN CAREER EDUCATION

1973 - 1974

Director - Joseph Bonitatebus

Coordinator - Rita D. Madigan

A workshop for the purpose of restructuring, developing and/or editing existing curriculum, K-8 was held in the summer 1973. The curriculum used during the 1972-'73 school year was scrutinized very carefully, as to effectiveness and individual needs. In some cases, new goals were identified. In all grade levels K-8 additional units were developed. There are now three complete units K-8, with five definite career clusters identified for each grade 6,7,8.

The study units are to be a guide for the pilot teachers. They are not intended to limit but rather to add breadth to the program by stimulating inquiry and intellectual curiosity. The unique needs and specific interests of the student are paramount. For this reason, existing curriculum material and study units will be continually analyzed, utilized, adapted or built upon to create new study units pertinent to the career education concept.

The following staff participated in the preparation of the study units K-8, for the 1973 - '74 school year.

Julia K. Conroy, Supervisor, Lower Elementary Grades
Rita D. Madigan, Career Education Coordinator
Jean Cocco, Career Education Counselor
Lola Stephanic, Career Education Counselor
Sandy Burland, Teacher - Shelton School
Peggy Clinkscales, Teacher - Nathan Hale School
Earla Ellam, Teacher - Waltersville School
George Gulish, Teacher - Read Middle School
Barbara Higgins, Teacher, Sheridan School
Gladys Hill, Teacher, Samuel Johnson School
Patricia Olney, Teacher - East Side Middle School
Judith Orban, Teacher, Webster School
Gail Schiappacasse, Teacher, East Side Middle School

Career Education
Bridgeport, Connecticut

Estelle Robinson
Cosmetology Instructor

Rita D. Madigan
Coordinator

The Cosmetology course outlined here is a career exploration course. It is to assist the students in understanding the range of educational and career options opened to them, within the field of cosmetology, in light of their own self concepts.

The course is designed to provide a continued balance of learning situations, including applying, experiencing and interpreting. Such elements as hands-on, mind-on activities, community resources, on-the-job visitation and role-playing have been built into the course.

Cosmetology

Goal:

To give students an insight of beauty culture and cosmetology, as a career through hands-on experiences. The course includes good grooming and personal hygiene.

Behavioral Objectives:

1. Each student will successfully role play each activity assigned.
2. Each student will successfully participate in assigned duties.
3. Improvement in behavior and change of attitude as observed by the teacher.

I. Hygiene and Sterilization

- A. Hygiene
  - 1. Personal
    - a. Dress
    - b. Nutrition
    - c. Products
  - 2. Domestic
    - a. Equipment
  - 3. General
    - a. Environmental
    - b. Neighborhood
- B. Sterilization
  - 1. Terms
  - 2. Definitions

II. Posture and Poise

- A. Posture
  - 1. Rules
  - 2. Demonstrations
  - 3. Examples
  - 4. Careers in posture
- B. Poise
  - 1. Voice Modulation
    - a. Telephone
  - 2. Attitude
  - 3. Confidence
  - 4. Examples

III. Hair

- A. Construction
  - 1. Layer identification
  - 2. Composition
  - 3. Division
    - a. shaft
    - b. root

4. Distribution
5. Replacement
6. Life and density of hair
7. Color

B. Analysis
1. Four senses
2. Texture
3. Porosity
4. Condition
5. Elasticity

C. Care
1. Shampoo
   a. Types
2. Temporary Coloring
3. Wet cutting
4. Wet setting

D. Thermal Treatment
1. Super curly or kinky hair
2. Dry
3. Press or curl
   1. hot irons
   2. straightening comb
   3. oil or pomade

E. Chemical Relaxer
1. Super curly or kinky hair
2. Straight
3. Set wet
4. Rollers
5. Lotion

F. Styling
1. Face shape
2. Neck length
3. Texture
4. Utility

G. Wigs and Wiglets
1. Human
2. Synthetic
   a. Cleaning
   b. Setting
3. Purpose
4. Care
   c. Styling
   d. Cutting

IV. Skin Care
A. Cleansing
1. Dry skin
2. Oily skin
3. Normal skin
4. Combination skin

B. Facial
   1. Purpose
   2. Types
      a. Masks b. Pack c. Plain

C. Make up
   1. Structure of face
   2. Cosmetics
      a. Types c. Utility
      b. Purpose d. Protection
   3. Techniques
      a. Application
   4. Skin diseases
      a. Kinds c. Treatment
      b. Flaws d. Camouflage

V. Nails
   A. Structure
   B. Growth
   C. Composition
   D. Disorders or disease
   E. Shapes
   F. Manicuring
      1. Implements 4. Free edge
      2. Equipment 5. Cuticle
      3. Materials

VI. Grooming
   A. Clothes
      1. Care
   B. Expanding the wardrobe
      1. Basic Dress 4. Mix and match
      2. Accessories 5. Economy
      3. Interchange
   C. Figure considerations
      1. Optical techniques 3. Balance
      2. Scale of accessories 4. Foundations
   D. Color coordination
   E. Materials
   F. Utility
   G. Shoes
      1. Types
      2. Utility
      3. Fit

   H. Hosiery
      1. Types 2. Utility
   I. Hair
      1. Types for occasion 2. Utility

RESOURCES

Teacher Reference

Standard Textbook of Beauty Culture

Publisher: Milady Publishing Corporation
3839 White Plains Road
Bronx, New York 10467 1972

Afro-Make-Up - Helen Rosenbaum
Publisher: New American Library
New American Library, Inc.
P. O. Box 999
Bergenfield, New Jersey 07621 1972

Esquire Book of Good Grooming for Men

Tape on Cosmetology
Publisher: Educational Sensory Programming
Barbers, Cosmetologists
Triangel Distributor

Cosmetology - 16 mm
Sterling Films

Charm for Teenagers
Robert Powers

Charm
McGraw-Hill Publishers

ACTIVITY

1. Trip to Figure Salons
2. Health Spa Trip
3. Bulletin board with beauty hints
4. Use Styrofoam heads to apply make-up, following suggested techniques.
5. Tie dye activity - Improve wardrobe with dye.

Career Education
Bridgeport, Connecticut

Richard Carusello
Career Education Teacher

Rita D. Madigan
Coordinator

The Horticulture course outlined here is a career exploration course. It is to assist the students in understanding the range of educational and career options opened to them, within the field of hortulture, in light of their own self concepts.

The course is designed to provide a continued balance of learning situations, including applying, experiencing and interpreting. Such elements as hands-on, mind-on activities, community resources, on-the-job visitation and role-playing have been built into the course.

Horticultural Science

A. Determining the types and characteristics of trees and shrubs.
   1. Evergreen shrubs
      a. Identification
      b. Uses
   2. Deciduous
      a. Identification
      b. Uses
   3. Woody Plants
      a. Identification
      b. Uses
   4. Hebaceous Plants
      a. Annuals
      b. Perennials
      c. Ground covers
      d. Biennials

B. Structure of plants
   1. Roots
   2. Stem
   3. Leaves
   4. Flower
   5. Seeds

C. Selecting and planting seeds, plants and bulbs.
   1. Species, variety, strain - Hybrids, others.
   2. Starting and care of seeds and bulbs.

D. Propogating Plant Materials
   1. Transplanting
   2. Cuttings
   3. Seeds
   4. Bulbs

E. Career Opportunities

11. Floriculture

A. Understanding the principles of design.
   1. Shape
   2. Form
   3. Position
   4. Color
   5. Other principles

B. Floral design techniques
   1. Wiring, stemming and taping
   2. Centerpieces
   3. Various arrangements
   4. Corsages

C. Constructing arrangements
   1. Principles of arrangements
   2. Mechanical Features
   3. Styles and uses

D. Materials of construction
   1. Floral
   2. Greens
   3. Containers
   4. Accessories
   5. Other materials

E. Merchandising floral arrangements and pieces.
   1. Pricing
   2. Displaying
   3. Advertising
   4. Delivery problems
   5. Sales supporting activities and services.

F. Career Opportunities

III. Landscape Planning

A. Introduction to landscape design
   1. What is landscape design?
   2. Uses for landscape plans.
   3. Kinds of design plans and models.
   4. Drawing materials.
   5. Landscape drawings, exhibit.

B. Basic principles
   1. Harmony
   2. Balance
   3. Unity
   4. Axial relationships

C. The areas approach
   1. Public
   2. Service
   3. Private
   4. Recreation

D. Uses and development of:
   1. Retaining walls
   2. Walls and fences
   3. Gates
   4. Garden statuary
   5. Hedges
   6. Other garden features

E. Preparing to plant trees and shrubs.
   1. Determine time to plant
   2. Consider soil acidity and fertility
   3. Prepare the soil
   4. Pruning of roots and branches.

F. Using the proper planting methods
   1. Balled and burlapped plants
   2. Bare root plants
   3. Setting plants
   4. Staking and guying
   5. Wrapping
   6. Watering
   7. Transplanting trees and shrubs

G. Maintaining trees and shrubs
   1. Pruning and trimming
   2. Determining when
   3. Selecting pruning equipment
   4. Treatment of pruning wounds
   5. Safety procedures in pruning
   6. Cultivation and mulches
   7. Fertilizing
   8. Controlling insects and diseases
   9. Filling cavities and dressing wounds
   10. Providing winter protection for shrubs
   11. Controlling weeds and brush
      a. definitions and classifications of weed plants
      b. control methods
         1. mechanical
         2. chemical

H. Maintaining gardens, flower borders, and hedges.

1. Cultivating, weeding, clearing beds, borders, etc.
2. Mulching
3. Trimming hedges
4. Transplanting started plants

I. Career Opportunities

IV. Forestry and Ecology

A. Identification of Connecticut flora and fauna.
   1. Classify trees
   2. Identify game
   3. Habitat

B. Value of trees and shrubs
   1. Man
   2. Birds
   3. Animals

C. Protection of forests
   1. Infestation
   2. Fire
   3. Disease
   4. Exploitation
   5. Pollution and environmental problems and controls.
      1. marsh lands
      2. soil erosion
      3. air pollution
      4. water pollution

D. Career Opportunities

Career Education
Bridgeport, Connecticut

Daniel DeMarco
Music Teacher

Rita D. Madigan
Project Coordinator

The Musical Instrument Repair Course outlined here is a career exploration course. It is to assist the students in understanding the range of educational and career options opened to them, within the field of musical instrument repair, in light of their own self concepts.

The course is designed to provide a continued balance of learning situations, including applying, experiencing and interpreting. Such elements as hands-on, mind-on activities, community resources, on-the-job visitations have been built into the course.

Course Description: Musical Instrument Repair Course

This course will include instruction in the construction of instruments, the mechanics involved in their production of sound and the engineering related to their material structure. It will stress the use of various tools, the methods for fixing various malfunctions in musical instruments and the maintainance and cleaning of musical instruments.

Goal:

To have students display constructive and meaningful behavior regarding developmental tasks such as: accepting responsibility, decision-making, interpersonal relationship, adaptability and educational tentative career self-identity.

Behavioral Objectives:

1. Each student will diagnose the reason for a malfunctioning instrument.
2. Each student will decide the best method for fixing a malfunctioning instrument.
3. Each student will select the proper tools for fixing a broken instrument.
4. Each student will be able to use tools properly.
5. Each student will be able to work cooperatively with his peers.
6. Each student will properly maintain and clean several instruments.

Instruction:

The instruction will be individualized with hands-on experiences. It will be in the form of a mini-course of five weeks duration, 40 minute periods a day.

Population:

Students from grades 6-8 will be included. They will elect the course.

Inclusive Areas:

Areas to be covered:

Brass

1. Removing stuck slides and valves.
2. Adjusting valve springs.
3. Installing water key springs.
4. Installing water key corks.
5. Soft soldering.
6. Silver soldering
7. Using butane gas.
8. Repairing broken braces.
9. Replacing worn felts and corks.

Woodwinds

1. Removing screws and keys.
2. Bending keys to align.
3. Replacing and fitting pads in: flutes, clarinets, and saxaphones.
4. Replacing neck corks on saxaphones.
5. Re-corking woodwind joints.
6. Tightening loose tenons on woodwinds.
7. Repairing broken tenons on wood, plastic or rubber instruments.
8. Repadding
9. Removing and fitting needle springs.
10. Checking for leaks.

Percussion:

Mounting drum heads - batter and snare.
Mounting bass-drum and tympany heads.
Repairing cracked turkish cymbols.